



# Buick Memorial Primary School

## ICT Policy

Reviewed: June 2025

Ratified: September 2025

Review Date: September 2026

## Policy for the Teaching of Information and Communication Technology (ICT)

### **Rationale**

It is the intention of Buick Memorial Primary School to develop the skills of Buick pupils to be able to Explore, Express, Exchange, Evaluate and Exhibit information, in line with the recommendations of the Revised Curriculum. ICT should be taught through the subjects in the curriculum, although some time also dedicated to teaching specific ICT skills.

Buick Memorial is committed to providing ICT skills as they are an essential part of a learner's skills base for life in the twenty-first century. When used effectively, ICT can empower and motivate pupils, and promote a positive attitude to learning.

### **Aims and Objectives.**

In using ICT Buick aims to:

- Provide a safe and non-threatening environment for learning
- Extend and enhance learning across all areas of the curriculum.
- Contribute to raising standards in Literacy, Numeracy and other areas of learning.
- Encourage pupils to select and use ICT appropriate to the task.
- Develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- Give children access to a variety of sources of information.
- Enable pupils to extend their learning beyond the school environment.
- Ensure teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- Enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment.

### **Our aims in using ICT in Management are to:**

- Create, use and adapt high quality digital teaching resources.
- Support communication with parents and the wider school community.

- Encourage sharing of resources and good practice through ICT.
- Increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- Enable the use of pupil performance data to inform strategic planning.

## **Planning and Progression**

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 'E's – Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies proportionate with their age and abilities as they progress through the school from P1 to P7. Progression in key areas of ICT has been identified and agreed by all staff.

## **Differentiation and Special Needs within ICT**

### **Inclusion**

Our ICT facilities and equipment are available for use by all pupils and staff. All our pupils have equal right to access regardless of gender, race, physical or sensory ability.

We recognise that ICT offers particular opportunities for pupils with additional education needs, gifted and/or talented children and for children for whom English is an additional language. This is based on the understanding that ICT can impact positively on the quality of work that pupils produce and can increase their levels of confidence, knowledge, understanding, motivation and engagement with the curriculum.

In special circumstances and if helpful, the school will try to provide specific ICT resources/equipment to suit the specific needs of individuals or groups of children e.g. iPad to assist deaf/visually impaired children, voice activated software for children with extreme dyslexia.

## **Differentiation**

Many of the activities, which involve ICT, will be sufficiently open-ended to allow for a variety of different outcomes. Children may work individually or co-operatively in small groups or as a whole class, depending on the nature of the activity.

## **Progression, Monitoring, Assessing and Evaluating**

### **Progression**

At Buick Memorial, we recognise that all children develop and learn at their own pace and all pupils will follow the ICT scheme of skills. Progression is assured through a range of increasingly challenging activities covering all areas of ICT which are embedded in the Northern Ireland Curriculum.

- In the Foundation Stage, tasks are developed within each year group within existing curricular areas.
- In Key Stage 1 and Key Stage 2 tasks are taken from the CCEA Accreditation Scheme and are assigned appropriately throughout each year group.

### **Monitoring**

Teachers give the ICT Co-Ordinator (Miss Gibson) 3 samples of work per focus area.

1. Child working at expected level.
2. Child working beyond the expected level.
3. Child working towards the expected level.

### **Assessing**

Within Buick Memorial we assess pupils learning in ICT in a number of ways. These include:

- Teacher observations
- P4 and P7 children are enrolled in the CCEA ICT Accreditation Scheme so that levels can be assigned to match their capabilities.
- Evidence gathered from teachers each year is assessed by the ICT co-ordinators.

Reporting to parents is undertaken through parent consultation meetings, which take place half way through the school year. An annual report, within each child's school report, will focus upon attitudes of the child to their ICT skills and competence in a variety of applications. This is in preparation for the statutory assessment of Using ICT by every teacher from P3-7.

### **Evaluating**

The ICT co-ordinators will devise an Action Plan for ICT and will complete an Annual Co-ordinator's Self Evaluative Report. The ICT co-ordinators also reports to the Principal and Senior Management to highlight strengths and indicate areas for further development.

### **School Development Plan and Development**

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This will be reviewed on an annual basis, taking into account developments in technology and outcomes of monitoring and evaluation procedures.

### **Staff Development**

We recognise the need for the ongoing development of ICT capability to reflect the constantly changing nature of technology. We have a culture of continuing professional development of all staff, including support staff as appropriate. This will be provided in accordance with the school development plan and based on audits of identified need as well as developments in technology.

Teachers will receive annual training/refresher training on developing Internet Safety, new technology being introduced to school and consolidating on skills by sharing "good practice".

### **Appropriate Use of ICT.**

It is the intention in Buick Memorial that both staff and pupils use ICT resources appropriately at all times, particularly concerning use of the internet. The school's connection is filtered, although it cannot be guaranteed that no improper content can be accessed. With this in mind staff have a duty to monitor the activities of their class, while all school pupils have a duty to behave responsibly.

While Buick has no control over use of the internet at home, this use can affect classroom life, while staying safe online is an important area to be considered in PDMU. Reference is made to online safety in our Child Protection Policy and online safety is a feature of curricular work at Key Stage2.

### **Technical Support**

This is currently supplied by C2K. The school does not have the resource to employ technical support beyond this, which can lead to challenges when we encounter problems with equipment. The ICT Co coordinators will try to solve any problem within their capabilities but teachers will be encouraged to contact C2K Helpdesk to solve any PC/desktop based problem.

### **Roles**

#### **Teacher Responsibilities**

The Principal along with the ICT co-ordinator has the responsibility for ensuring that the policy is implemented, making it available to anyone wishing to view it. They will support colleagues planning ICT activities and assign ICT courses to staff members as appropriate.

The ICT co-ordinator works in conjunction with the Principal to encourage progression and development of ICT throughout the school. They give support to other colleagues planning and implementing ICT and will attend relevant training courses, distributing relevant information to other teachers.

#### **The Role of the ICT Co-ordinators**

- It is the responsibility of the ICT Co-ordinators to assist all teachers with the implementation of this policy.
- The ICT Co-ordinators has the responsibility for the management of the resources that are required for the implementation of this policy.
- The ICT Co-ordinators will attend relevant courses and disseminate information regarding new developments in ICT to other members of staff.
- The ICT Co-ordinators will be responsible for the updating of Policy and Internet guidelines and informing staff of aforementioned documents.
- It will be the responsibility of the ICT Co-ordinators to ensure that the system for reviewing this policy is initiated.

- The ICT Co-ordinators will liaise with the Principal, Senior Management Team and Board of Governors, when appropriate, in order to identify priorities and areas for development.
- The ICT Co-ordinator will be responsible for updating action plans in association with the SMT and of keeping staff informed of developments
- The ICT Co-ordinators will be responsible for any staff INSET in the development of ICT.
- The ICT Co-ordinators will support, guide and motivate colleagues in the implementation of ICT in their practice and will strive to develop professionally and lead by example.

### **Care of Equipment:**

- The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.
- All equipment should be switched off at the end of the working day.
- Any technical fault should be recorded accurately using the 'Reporting Faults' sheet and emailed to the Co-ordinator.

### **ICT Competences**

At Buick Memorial we endeavour to help our pupils to develop competence in the use of ICT. In practice this means:

- Learning about ICT – developing the knowledge and skills required to use ICT effectively and to apply these in a range of contexts.
- Learning through ICT – developing the skills required to access and use information from a range of electronic sources, interrupt it and use it effectively.
- Learning with ICT – applying the skills in their own learning either at school, at home or in the community.

### **Equipment and Resources**

Buick Memorial is well equipped with the following resources available to pupils and teachers.

- An interactive whiteboard is in every class
- A digital ceiling mounted projector in the assembly hall
- Some classes have networked PCs
- One laptop available in each classroom

- We have a computer suite which facilitates larger groups of pupils using ICT
- Colour and b/w printers
- Digital cameras
- Beebots, Dot and Dash robots, various iPad apps and MicroBits for programming purposes
- iPads for teachers and 12 iPad airs and 18 iPads minis for pupils- all with a range of apps
- Video camera
- Osmo for Foundation and KS1 with educational games

## **ICT and the Northern Ireland Curriculum**

### **I.C.T in the curriculum**

In Buick Memorial Primary School we work towards offering all pupils, at a level appropriate to their ability, opportunities to develop their skills in Using ICT across the curriculum.

The Northern Ireland Curriculum requirements for Using ICT are set out under the 5E's (Explore, Express, Exchange, Evaluate and Exhibit) all of which should be covered yearly from Foundation to Key Stage 2. By planning for all 5 E's pupils should be enabled to:

#### **Explore**

- access, select, interpret and research information from safe and reliable resources;
- investigate, make predictions and solve problems through interaction with digital tools.

#### **Express**

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

#### **Exchange**

- communicate safely and responsible using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

## Evaluate

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

## Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

## Literacy

ICT is a major contributor to the teaching of Literacy.

- o Children learn how to draft, edit and revise text.
- o Children can create, develop, present and publish ideas and opinions visually or orally.
- o They learn how to improve the presentation of their work by using desk top publishing and presentational software.

## Numeracy

Many ICT activities build upon the mathematical skills of the children.

- Children use ICT in Numeracy to collect data, make predictions, analyse results and present information graphically.
- They also develop measuring techniques involving positive and negative numbers, and including decimal places.
- They can explore mathematical models e.g. use of BeeBots, Dot and Dash and spread sheets etc.
- Mathletics – online maths program that builds confidence through personalised learning, games and mastery challenges.

## Personal Development and Mutual Understanding (PDMU) and Citizenship

ICT makes a contribution to the teaching of PDMU and citizenship as children learn to work together in a collaborative manner.

- They develop a sense of global citizenship by using the internet
- Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT.

- They also gain a knowledge and understanding of the interdependence of people around the world.
- Internet and online safety

### **Thinking Skills / Creative and Expressive**

ICT offers children the freedom to express their own ideas creatively and to experience the designs of others.

- Children will have the opportunity to develop their creativity through a range of network software and digital technology. Excellent programmes and APPs exist which allow children to explore and develop art, music and drama.
- They can explore the internet to gain access to a wealth of images and information about world famous pieces.
- Children will use learning from Thinking Skill and Capabilities to help challenge learning and aid progression.
- Managing Information- Asking, Accessing, Selecting, Recording, Integrating, Communicating.
- Thinking, Problem-Solving and Decision-Making- Searching for Meaning, Deepening Understanding, Coping with Challenges.
- Being Creative- Imagining, Generating, Inventing, Taking Risks for Learning.
- Working with Others-Being Collaborative, Being Sensitive to Others' Feelings, Being Fair and Responsible.
- Self-Management- Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self.

### **World Around Us**

ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

Using the interactive whiteboards has proved very beneficial to whole class teaching, introducing ICT activities, extending teaching and learning strategies and introducing thematic work.

Children will use WAU to record findings and use these findings in various apps and desk top software to present findings/information/learning to teacher/class using scientific, historical and geographic knowledge.



Explorify is used as a digital resource for teaching Science.

### **Health and Safety**

We will operate all ICT equipment in compliance with Health and Safety requirements. Children will also be aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on the computers. Computer rules are also in place and displayed in the ICT suite.

The Class Teacher / Classroom Assistant will collect all equipment from the ICT store and return it accordingly.

### **Review**

The content, implementation and effectiveness of this policy will be evaluated and reviewed on an annual basis.



## Acceptable use of the internet and digital technologies

### **Introduction**

*“Used well, digital technologies are powerful, worthwhile educational tools; technical safeguards can partly protect users, but education in safe, effective practices is a key goal for schools.”*

*DENI Circular 2007/1 on Acceptable Use of the Internet and Digital Technologies in Schools*

In Buick Memorial Primary School we believe that the Internet and other digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. This school provides pupils with opportunities to use the excellent resources on the Internet and staff are encouraged to use technology in their teaching and learning activities, to conduct research and for contact with others in the educational world. Electronic information handling skills are now fundamental to the preparation of children as citizens and future employees.

This document sets out the policy and practices for the safe and effective use of the Internet in Buick Memorial Primary school.

### **Code of Safe Practice**

When using the Internet, email systems and digital technologies, all users must comply with all relevant rules. The Code of Safe Practice for Buick Memorial Primary School makes explicit to all users (staff and pupils) what is safe and acceptable and what is not. It covers all sources of the Internet; school PCs, laptops, iPads and digital video equipment.

### **Code of Practice for pupils**

Pupil access to the Internet is through a filtered service provided by C2K, which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse. Parental permission is sought from parents on an annual basis.

In addition, the following key measures have been adopted to help prevent pupils accessing any inappropriate material:

- Pupils using the Internet will normally be working in highly-visible areas of the school;
- All online activity is for appropriate educational purposes and is supervised, where possible;
- Pupils will, where possible, use sites pre-selected by the teacher and appropriate to their age group;
- Pupils will be told what to do if they come across something which makes them feel uncomfortable
- Pupils will be educated in the safe and effective use of the Internet over the course of each class year.

The use of mobile phones by pupils is not normally permitted on the school premises during school hours, unless in exceptional circumstances, where permission may be granted by a member of staff.

During school hours pupils are forbidden to play computer games or access social networking sites, unless specifically assigned by the teacher.

### **Management**

Any misuse which arises will be reported and minor incidents will be dealt with by the Principal/ICT Co-ordinator and may result in a temporary or permanent ban on Internet use.

Incidents involving child protection issues will be dealt with in accordance with school child protection procedures.

## Code of practice for staff

- Pupils accessing the Internet should be supervised by an adult at all times.
- All pupils using the Internet have written permission from their parents.
- Any websites used by pupils should be checked beforehand by teachers to ensure there is no unsuitable content and that material is age-appropriate.
- Deliberate/accidental access to inappropriate materials or any other breaches of the school code of practice should be reported immediately to the Principal/ICT Co-ordinator.
- Photographs of pupils should, where possible, be taken with a school camera or iPad and images should be stored on a centralised area on the school network, accessible only to teaching staff.
- Staff are responsible for the care and use of any laptops or iPads which they have been allocated.

### **Health and Safety**

ICT resources, both in classrooms and in the ICT suite have been designed in accordance with health and safety guidelines. Only when supervised will pupils be using the Internet on interactive whiteboards, PC, laptops or iPads.


### **Digital and Video Images of Pupils**

Parental permission is sought at the start of each school year to cover the use of photographs of pupils on the school website, in the local press and for displays etc within school and written permission must be obtained from parent/carer.

Digital and video images of pupils are, where possible, taken with school equipment. Images are stored on a centralised area on the school network, accessible only to teaching staff.

### **Social Software**

Chatrooms, blogs and other social networking sites are blocked by the C2K filters so pupils do not have access to them in the school environment.



However, we regard the education of pupils on the safe and responsible use of social software as vitally important and this is addressed through our Internet Safety Education for pupils.

**Points for Parents to Consider:**

It is important to promote Internet Safety in the home and to monitor Internet use.

1. Take an interest in what children are doing. Discuss with the children what they see and why they are using the Internet and agree a time limit spent online.
2. Be aware that most social media sites are not aimed at children. Your child should not have a Facebook account as the minimum age is 13.
3. Advise children to take care and to use the Internet in a sensible and responsible manner. Know the SMART tips.
4. Discuss the fact that there are websites which are unsuitable.
5. Discuss how children can respond to unsuitable material/requests.
6. Tell children – Never give personal information on the Internet or arrange to meet someone they meet online.
7. Be aware that children may be using the Internet in places other than in their own home or at school.

## **SMART TIPS**

**Pupils will also be made aware of these SMART TIPS taken from [www.kidsmart.org.uk](http://www.kidsmart.org.uk) regarding Internet and digital media safety.**

**SAFE** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

**MEETING** - Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

**ACCEPTING** - Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**RELIABLE** – Someone online might lie about who they are and information on the Internet may not be true. Always check information with other websites, books or someone who knows. If you like chatting online it's best to only chat to your real world friends and family.

**TELL** - Tell your parent or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.



### ICT Code of Practice Agreement for Pupils and Parents

These rules are designed to keep you safe and to make sure you know what is expected from you when you are using the Internet in school.

- I will ask permission before using the Internet.
- I will not access other people's files without permission
- I will only use the computers or iPads for school work and homework.
- I will only email people I know, or my teacher has approved and the emails I send will be polite and responsible.
- I understand that my teacher can look at my computer files at any time.
- I will never give out my home address or telephone number or any personal information or passwords.
- I will report any unpleasant material of messages sent to me.
- I understand that if I do not follow these rules I may not be allowed to use the Internet.

Parent Signature: \_\_\_\_\_

Pupil Signature: \_\_\_\_\_

Date: \_\_\_\_\_






## Buick Memorial PS Scheme of Skills

NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P1 FOUNDATION STAGE		
These are the things I can do	With a little help 	On my own 
<b>Explore</b>		
Collect information with my class		
Talk about a graph my class have made		
Explore a website		
Switch Beebot off and on		
Clear Beebot's memory		
Make Beebot move forwards		
Use Beebot to add/subtract		
Use mouse/arrow keys to move cursor or objects around the screen		
Join in ICT activities with my class		
<b>Express</b>		
Type my name		
Use the computer to write		
Use the SPACE BAR		
Use the full stop		
Use the BACKSPACE key		
Find a picture for my work		
Start a new piece of writing		
Record my voice		
Use simple tools in a drawing program to draw		
<b>Exhibit</b>		
Print my work		





*\*\*Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.*

NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P2 FOUNDATION STAGE 		
These are the things I can do	With a little help 	On my own 
<b>Explore</b>		
Help my teacher to make a graph		
Enter some information into Pick a Picture		
Find information from Pick a Picture		
Find out things from a website		
Use Favourites to find a website		
Move Beebot forwards/backwards		
Guess how many steps Beebot needs to move		
Make Beebot do more than one thing		
Take turns in my group		
<b>Express</b>		
Compose some writing onscreen		
Use the full stop		
Use SHIFT to make a capital letter		
Use the RETURN key for a new line		
Talk about how I could improve my work		
Put a word in the middle of a sentence		
Highlight my words		
Change the font		
Make the writing bigger or smaller		
Change the <b>colour</b> of my writing		
Start a new piece of writing		
Use graphics tools to draw pictures		
<b>Exhibit</b>		
Save and print my work		




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NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P3 KEY STAGE 1 		With a little help	On my own
These are the things I can do		 	
<b>Explore</b>			
Enter information into Pick a Picture			
Use the information to find answers to questions			
Use different kinds of graph			
Talk or write about the graph			
Access a website from favourites			
Choose information from a website			
Use several instructions to move Beebot			
Plan the commands I need to use			
Make a ¼, ½ or whole turn to right or left			
<b>Express</b>			
Highlight my writing			
Delete and change my writing to make it better			
Make my writing <b>bold</b> or <i>italic</i> or <u>underlined</u>			
Move the cursor to insert a word			
Add a title and centre it			
Find a picture for my work from clipart			
Start a new piece of writing			
Use the microphone to record			
<b>Exchange</b>			
Talk about how computers can be used to communicate			
<b>Evaluate</b>			
Talk about how I can improve my work			
<b>Exhibit</b>			
Log in using my username and password			
Save my work in My Documents			





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NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P4 KEY STAGE 1 		
These are the things I can do	With a little help 	On my own 
<b>Explore</b>		
Sort some information to put it in order		
Find some information in a database/spreadsheet		
Choose a graph to display some information		
Put a heading on my graph		
Explain what the graph means		
Search for useful information in websites my teacher has chosen		
Print or download information		
Plan the commands I need to use to move floor robot and edit if I make a mistake		
<b>Express</b>		
Use the computer to communicate my ideas		
Select and edit my writing to make it better		
Use the digital camera		
Insert pictures from clipart or camera		
Change the position or size of the pictures		
<b>Exchange</b>		
Follow my school's rules about staying safe on the Internet		
<b>Evaluate</b>		
Make changes to my work		
<b>Exhibit</b>		
Log in using my username and password		
Save my work in My Documents		

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NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P5 KEY STAGE 2			
These are the things I can do	With a little help		On my own
			
<b>Explore</b>			
Enter information into a database/spreadsheet			
Match a question to a simple search			
Produce a graph and change the graph colours/title/labels as necessary			
Use facilities in spreadsheet to solve simple problems			
Talk/write about my findings			
Use a tree diagram to sort/classify objects			
Access and select information from a website			
Use browser bar to navigate			
Use addresses/hyperlinks to find websites			
Use a search engine to find some information			
Use commands to create shapes/letters/patterns using Beebot			
Try out and refine solutions to problems			
<b>Express</b>			
Edit my writing onscreen			
Change the font style/size/colour/alignment			
Insert a text box			
Use cut/copy/paste to move text around			
Use graphics from the Internet			
Write in presentation format			
Create and use bullet points			
Contribute to a class presentation			
<b>Exchange</b>			
Send and receive emails			
Follow my school's rules about staying safe on the Internet			
<b>Evaluate</b>			
Use ICT tools to edit my work and refine my ideas			
<b>Exhibit</b>			
Save my work using a suitable filename and find it			





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NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P6 KEY STAGE 2 		
These are the things I can do	With a little help  	On my own 
<b>Explore</b>		
Enter and edit data in a spreadsheet/database		
Match a question to a search/sort/graph		
Search a database using two criteria		
Copy and paste graphs/records into a document.		
Write about my search results/sort/graph		
Research data needed to solve a problem		
Present information from spreadsheet as a graph		
Use simple formulae in a spreadsheet		
Use the Internet to research information		
Create a tree diagram to sort objects		
Use Beebot to create shapes and patterns		
Investigate options and make predictions and decisions		
<b>Express</b>		
Use text, still/moving images, sound, to communicate and present information		
Create a short presentation		
Present work to an audience		
Plan the layout or format to suit my audience		
Use animation in presentation		
Use a spell check/dictionary/thesaurus		
<b>Exchange</b>		
Use ICT to communicate eg. Email, blog, discussion forum, virtual classroom		
Send/download email attachments		
Know how to keep myself safe online		
<b>Evaluate</b>		
Review my work against success criteria and make improvements		
<b>Exhibit</b>		
Organise My Documents to store and retrieve work easily		

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NAME: \_\_\_\_\_ MY ICT ACHIEVEMENTS

P7 KEY STAGE 2 		
These are the things I can do	With a little help	On my own
	 	
<b>Explore</b>		
Plan how to carry out a data handling investigation		
Select appropriate data handling software		
Make and test hypotheses based on data		
Produce completed reports showing all elements of data collection and findings		
Research, select and evaluate information from the Internet		
Plan/produce an investigation using a spreadsheet		
Explore the effect of changing variables in a spreadsheet		
Use Beebot to create procedures		
Edit and save procedures		
Create a procedure within a procedure		
Investigate the effect of changing variables		
<b>Express</b>		
Plan task and select appropriate software		
Integrate text, graphics, sound, still/moving image, animation to communicate and present information		
Add tables to a piece of writing		
Plan for a specific audience and purpose		
Experiment with colour and design in an art package		
<b>Exchange</b>		
Know how to stay safe on the Internet in school and at home		
Use ICT to communicate and exchange information eg.Virtual Classroom, blog,		
Show an awareness of how to behave online		
<b>Evaluate</b>		
Review work against success criteria and use ICT tools to make improvements		
<b>Exhibit</b>		
Create and manage folders in My Documents		
Select and organise work in My Documents to show my work in ICT		

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