

**Scoil Mhuire, Davidstown
ICT POLICY**

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Rationale

The school ethos encourages the exploration of new approaches to ICT integration and acknowledges that ICT has an important role to play in the on-going development of our school. As an educational tool, ICT supports constructivist theory and can enhance teaching by presenting the curriculum through multimedia. Additionally the intrinsic motivation inherent in ICT encourages children to use technology resulting in willing and enthusiastic learners. Therefore, integrating the use of ICT across the curriculum enriches and enhances the learning experience, providing opportunities for independent student led learning, collaborative and project-based learning.

ICT can have endless applications in the classroom, such as being used to promote teamwork, as well as planning and research while developing decision making and problem solving skills. It provides opportunities for observation, recording and analysis and can be an effective means of providing educational support to students with special needs. Technology has a flexible and diverse nature that provides various means for teachers to develop and consolidate classroom teaching, resulting in the enhancement of the teaching and learning environment for both teachers and students.

Goals

1. Support

- Facilitating access to training: informing staff of ICT professional development events organised through the local education centre
- Using ICT to aid school administration
- Accessing curriculum materials
- Providing advice and support to the staff to integrate ICT into their classroom teaching
- Encourage the use of ICT resources during and outside class time

2. Technology

- A gradual reduction of the device – pupil ratio
- Evaluating the use of the schools existing ICT resources - such as computer hardware, peripherals, the Internet and computer-mediated-communication (CMC), such as e-portfolios, twitter, blogging, email and Skype to support teaching and learning
- Engaging in a co-ordinated approach to the acquisition of digital content so as to ensure that appropriate content is sourced for as many subject areas as possible

3. Pedagogical ICT skills development

- Focus on the effective use of ICT in teaching and learning situations, rather than on the acquisition of ICT skills
- Ensuring that students acquire their ICT skills in a curriculum context
- Use of ICT to assist students with special needs
- Using technology to deliver curriculum content in multimedia format
- Using technology to motivate students to engage with curriculum content

Mission statement

It is therefore our goal to:

- Encourage the children to view technology as familiar, everyday devices with which they feel comfortable
- Provide a comprehensive foundation in the use of ICT so that our pupils may use these skills in everyday life
- Develop these skills in the context of the curriculum
- Support the diversity of learning styles and abilities
- Ensure that teaching staff to use ICT competently and confidently in their teaching
- Provide a safe and stimulating environment to enhance the learning experience

With this in mind, the impact of ICT in all areas of teaching and learning must be regularly reviewed. There will be an annual audit and needs assessment of ICT infrastructure conducted, in terms of the curriculum needs of all classes, subject areas and special needs. There will also be an Acceptable Use Policy (for Internet usage) and Social Media Use developed and reviewed with the involvement of parents. Staff will be encouraged to actively share new ideas with each other and other teachers.

ICT co-ordination

Responsibility for IT development in the school is not a Post of Responsibility. The responsibility for ICT is shared by the entire staff, lead by the principal, Ita Connolly.

Responsibilities include:

- Co-ordinating the compilation and production of the ICT plan
- Identifying training need and facilitating staff training
- Development of strategies for integration of ICT across the curriculum
- Evaluating the use of ICT in the school and encouraging greater use by pupils and teachers
- Liaising with the principal and advising on ICT strategies and upgrading ICT hardware
- Responsibility for first line maintenance and getting technical help when necessary
- Ensuring continuity in ICT syllabi throughout the school
- Maintaining and upgrading audio-visual equipment

AUP: Acceptable Use Policy

The Internet is a fantastic resource providing a wide range of opportunities for learning and communication. Access to on-line resources will enable pupils to explore and search for information throughout the world. The school believes that the benefits to pupils from access to information and increased opportunities for collaboration exceed the disadvantages. However, the Internet is not controlled by any organisation and therefore there are risks involved with its use. The associated risks come in two categories a) contact: being exposed to undesirable people and b) content: accidentally being exposed to undesirable material.

The following will be enforced in the school to diminish these risks.

General:

1. The teacher will be present in the classroom while the Internet is in use.
2. Nanny, filtering and virus software is installed and routinely updated on every device with Internet access.
3. The PDST, Technology in Education is the school's broadband provider. The filters set by the TiE allow access to YouTube but not to social media sites such as Facebook. Students are not permitted to access YouTube.
4. Insofar as possible websites will be previewed and approved by the teacher.
5. Only child centred search engines will be used.
6. Pupils may not enter chat rooms or use chat apps.
7. Pupils will be instructed in appropriate on-line behaviour.
8. The pupils must never give out any personal information on the Internet.
9. If a pupil should come across anything undesirable they must log off immediately and inform their teacher.
10. In order to monitor Internet use, the computers cookies and browser history folder will be checked on a regular basis.
11. Pupils must not upload or download files or open e-mails until their teacher has checked them.
12. Pupils and teachers will be provided with training in Internet usage.

There is also an Expected Social Media Use policy which works in partnership with the AUP to ensure the integrity and proper usage of the schools internal network (intranet) and the social networks maintained by the school. These policies explain to all members of the school community how the internet should be used. These policies work in accordance with the school Code of Behaviour and Anti-Bullying Policies.

ICT and special needs.

There is a variety of software available in the school for use in learning support, resource and in the classroom.

These include:

1. Practise and drill software to provide reinforcement of skills, which is primarily numeracy and literacy software.
2. Interactive books or talking stories that help the child see the word as it is being read aloud
3. Content free software.
 - Word processing programmes
 - Talking word processing programmes
 - Word prediction
 - Word bank
 - Desktop publishing / art and design applications
4. Exploratory software, for example problem solving activities.
5. Reference software, such as thesaurus, dictionary

When choosing software, programmes, apps or websites the following should be considered:

Content:

Is it individualised?

Is the presentation clear or cluttered, busy and distracting?

Is the level of language appropriate?

Design and navigation:

Is the programme easy to navigate?

Can there be configuring for individual needs?

Is there a facility to track student progress?

Suitability:

Following initial teacher instruction, at what level will the child work independently?

Where content can be created, is it easy to input information?

Considering the minimum specifications to run the programme, is it suitable to run on class computers?

Objectives:

Short / Medium term

1. Conduct a staff audit to assess areas of interest, possible areas for improvement and gain general feedback.
2. Increase accessibility of PCs, tablets and visualisers to staff and pupils.
 - Compile a list of class and topic specific websites and apps
 - Encourage the continued use of the PCs
 - Increase the use of, and access to the tablets (current ratio of 1:4.6)
3. At present ICT use reinforces existing curriculum activities, though we would like an increase in use of problem solving, questioning based learning approaches, in addition to methods of assessment that are supported by ICT.

Long term: One to Three years

1. Continual upgrading of hardware
 - Old and faulty computers and laptops will be replaced with new hardware to the highest specifications that funds will allow.
 - Two projector/visual interactive units will need to be purchased to replace worn units
 - Purchase of 10 iPads to achieve ratio of 1:2
 - Purchase of shockproof cases
2. At the moment ICT is integrated into a number of subject areas however a long-term aim is for ICT to be integrated into project-based learning, including question-based learning and problem-based learning.
3. Internet to be used to collaborate on curriculum activities both within the school and with other schools.
4. Devices to be used to create e-portfolios for each pupil in the school. These will be student led, used for assessment for learning and assessment of learning.
5. Pupils and staff members to continue to maintain a school web site and blog.
6. Students to be encouraged to be the main contributors to the blog.
7. Review ICT policy on an annual basis.
8. Meet the criteria to achieve Digital School of Distinction status.

Budgetary provision

When preparing the budget, provision will be made for purchasing, developing and maintaining ICT hardware, peripherals, networks and software. More specifically, consideration will be given to the following:

- The quantity and quality of the hardware to be purchased
- The percentage of the budget required for software (20% recommended)
- The school building changes (wiring, lighting, security) required or desired to support the planned ICT implementation

The ongoing costs of sustaining technology after installation will be identified. These operational costs should cover the following items:

- Maintenance and technical support
- Consumables, such as printer ink cartridges, paper and disks
- Charges for Internet access
- System upgrades and equipment renewal

Source of funding: Board of Management, Parents' Association, PDST Technology in Education

Evaluation:

There will be both continuous assessment and an annual assessment. Continuous assessment will take the form of pieces of work completed throughout the year, teacher designed tasks integrated with the curriculum and feedback from teachers and pupils.

The ICT plan will be evaluated in the first term of each year.

Evaluation and planning for future development will be led by the ICT co-ordinator following input from the entire staff and consultation with the principal.

ICT development will be assessed in the following categories:

- Current practice
- Software provision
- Hardware provision
- Staff development
- Attainment of short term goals
- Planning

Based on these assessments and evaluations, a written report of progress, developments and proposals shall be presented by the principal on an annual basis to the Board of Management.

The following are specific ICT skill objectives for each child to achieve as an integrated part of the curriculum according to class level.

Infants: That the child would be enabled to

- Name the fundamental parts of the computer: mouse, keyboard, monitor, printer, tablet
- Demonstrate an understanding of the functions of these parts
- Operate age appropriate apps and sites e.g. Big ABC and Jolly Phonics
- Use the mouse with control and the left click function
- Introduce the children to keyboarding and word processing in junior infants, as part of the writing process
- Learn to use Scratch Junior and Bee Bots as an introduction to coding and computational thought
- Engage in Digital Storytelling: Using Green Screen and Stop Motion

First and second class: That the child would be enabled to

- Open apps on the tablet, open the internet on the laptops
- Move between tasks on the app / website i.e. begin and end an application
- Work independently while using app / website
- Create a simple word document e.g. a short story or a poem
- Implement the conventions of print while typing e.g. caps lock, delete, return, question marks, exclamation marks, commas and full stops.
- Highlight a section of text and perform tasks to enhance the text including the following functions – changing the type of text, the size of the text, bold, underscore and italics functions, position of text on the page.
- Use clip art to enhance a document
- Use word art for headings and titles of stories.
- Navigate child based web sites as part of problem solving and questioning learning approaches
- Use the tablet digital camera to take pictures
- Learn to use Scratch
- Engage in Digital Storytelling: using Green Screen, iMovie, Stop Motion Animation

Third and fourth class: That the child would be enabled to

- Revise the skills used in first and second class
- Turn the device on and off correctly
- Load and unload apps and programmes
- Work independently while using app / website
- Highlight a section of text and perform tasks to enhance the text including the following functions: changing the type of text, the size of the text, bold, underscore and italics functions, position of text on the page.
- Save and retrieve data in personal folders
- Use the Internet to research projects: use search engines and navigate websites: typing in URLs, correct use of copyright free materials
- Use the highlight, right click, copy and paste function to retrieve information from the Internet and reference material using the word application.
- Print documents to be used in displays or for class work

- Create simple graphs and charts using Microsoft word or apps
- Use the tablet/ PC with increasing independence
- Engage in computational thought and programming activities such as Scratch, The Hour of Code and the Bebras Challenge.
- Use technology to collaborate and create.
- Use ICT to assess their own learning and incorporate feedback
- Compile their own e-portfolio of work
- Engage in Digital Storytelling: using Green Screen, iMovie, Stop Motion Animation

Fifth and sixth class: That the child would be enabled to

- Create various types of documents using word processing skills: e-mails, projects, letters and stories.
- Highlight a section of text and perform tasks to enhance the text including the following functions: changing the type of text, the size of the text, bold, underscore and italics functions, position of text on the page, insert word art and clip art to enhance a text, insert borders and shading, use bullets and numbering, insert charts and graphs.
- Change the page set up to either landscape or portrait
- Save and retrieve data from a variety of sources: desktop, document folders, and the Internet
- Complete teacher designed tasks: individual, paired and group work
- Navigate approved and recommended websites
- Use a search engine in researching a topic
- Use the tablet camera independently
- Create charts and graphs
- Create a simple, multimedia slide show including text, images and photographs e.g. using PowerPoint, Explain Everything
- Use open content apps; for example to create posters, presentation information or research, demonstrate problem solving, as a part of project work
- Engage in computational thought and programming activities such as Scratch, The Hour of Code and the Bebras Challenge.
- Use technology to collaborate and create.
- Use ICT to assess their own learning and incorporate feedback
- Compile their own e-portfolio of work.
- Engage in Digital Storytelling: using Green Screen, iMovie, Stop Motion Animation

School Audit 2017

The school ICT audit is completed using the e-Learning Roadmap provided by the PDST Technology in Education. The Roadmap provides a number of statements under the following headings:

- Leadership & Planning
- ICT & the Curriculum
- Professional Development
- e-Learning Culture
- ICT Infrastructure

The statements are categorised as follows: Initial; e-Enabled; e-Confident & e-Mature.

At present the school is at the e-Mature stage for the majority of the above categories but there is a need to focus on the following elements to move fully from e-Confident to e-Mature in its entirety.

Leadership and planning

At present the school exhibits all the elements in the advanced stage.

Strategies to continue at the advanced stage

- A team approach must be continued for ICT planning and integration
- Recommended that ICT be regularly discussed at Staff Meetings / Croke Park hours

ICT and the curriculum

The school is at the advanced stage in integrating ICT and the curriculum

- ICT is integrated into project based learning
- Teachers and pupils use ICT to create digital content
- Pupils use ICT to collaborate on curriculum activities, both within the school and with other schools
- Problem solving and questioning learning approaches are supported by ICT

Professional development

In order to continue staff development at the advanced stage staff will continue to

- Investigate new hardware / software solutions
- Share new ideas
- Integrate relevant solutions into their teaching

School ICT culture

At present the school's ICT culture contains a majority of elements from the advanced stage. The advanced stage factors that apply to the school are:

- School environment encourages independent ICT use by both teachers and pupils
- Computers are considered a school resource that pupils can use to support their work when applicable

- Positive, supportive ICT culture exists throughout the school
- Maintain an active up-to-date website with pupil involvement
- Involvement in ICT projects (national and international)

ICT resources and infrastructure

In order to fulfil the final criterion in the advanced stage the school will

- Purchase 10 iPads for classroom use.
- Purchase 12 PCs for pupil use. (peripherals and monitors are already in place)
- Purchase 6 Tripods and iPad holders
- Purchase 3 Chromecast devices

School Audit: Hardware Provision

Current Hardware Provision: November 2017.

The school is now fully covered with WiFi. There are three routers; one in the infant room, one in the GP room and one in the senior room. Each has its own password and name so that they can be identified if there are technical difficulties. This information is kept on file in the office. All devices have been set to automatically connect to the nearest WiFi signal.

The school has a fully functioning Ethernet CAT 5e network. The hub is in the GP room. The router for the printer is in the end classroom at the front of the building. The GP room has 12 points. There are a minimum of four points in each room. The laptop/desktop used for instruction is connected to the intranet to ensure stable broadband access.

Broadband is provided through the school's broadband network and the PDST Technology in Education. Our supply is with Permanet Broadband but all queries go through the PDST Broadband helpdesk. Filtering is provided by the PDST Technology in Education. Devices are physically checked once a month. This includes images, associated accounts, browsing history and cookies.

Should devices need to be updated or new apps installed, this should be done at the end of the day, near a wireless router. Devices can then be left to download overnight without causing disruption to the internet or tablet usage during the school day.

Room	HD	Unit	Make & Year	Peripherals	IWB
Room 1 Senior Rm		Laptop 2 PC	Lenovo 2011 HP 2010	Visualiser	Yes
Room 2 Junior Rm		Laptop	ASUS 2011	Visualiser	Yes
Room 4 Math Rm		Laptop	Lenovo 2011	Visualiser	Yes
Room 5 ILTP		Laptop	Acer 2014		Yes
Office	1	1 LCD 1PC	HP 2014		n/a

Tablets:

- 10 iPad 10 inch tablets purchased Jan 2012
- 6 iPad mini purchased
- Tablets are listed on school insurance
- All of the tablets are set to back-up storage to a central gmail account. All photos are automatically to this account; davidstownpupils@gmail.com. Apps installed on both types of devices are listed on the school Drive (cloud account).
- Chromecast will be installed in each class to enable students/ teachers to cast their tablet to the IWB.

Printing:

Documents may be printed through the wired network using the Konica Minolta printer. We are a Green School and the school community is reminded not to waste paper, print on both sides where possible and reuse paper as much as possible.

File sharing: davidstownstaff@gmail.com

This gmail account is used to access the Drive cloud storage. It is a secure and dedicated account strictly for the use of staff of Scoil Mhuire, Davidstown. Contained within the Drive are the school policies and guidelines, teacher schemes and monthly reports. Lists of resources and links may also be found here.

Recommended Purchasing

- Short term:
 - Purchase 10 iPads for classroom use.
 - Purchase 12 PCs for pupil use. (peripherals and monitors are already in place)
 - Purchase 6 Tripods and iPad holders
 - Purchase 3 Chromecast devices

- Long term: 3 – 5 years
 - 3 interactive systems (large 4k LCD recommended)
 - Tablets to replace teacher laptops/PCs as they become obsolete
 - Possible need to source additional broadband width to cope with increasing number of devices – demand on network will need to be monitored.

Update all computers to Windows 10

The school computers and laptops have been purchased at different times over the years. The result of this is that there is no consistency in the operating system or the office applications. The laptops/computers are running on Windows 7 or 8. This is currently not an issue but as the laptops and computers age they will cease to function properly as they will not have the capacity to run an updated operating system.

Web 2.0 Technologies and E-Learning

Possible Activities using Laptop

Web 2.0 technologies refer to digital content of audio, visual and text accessible through the Internet. Podcasts, blogs, online collaborative learning, designing and maintaining the school website and publication of digital content onto the Web are the Web 2.0 technologies used in our school.

Web 2.0 technologies enable students and teachers to deliver and engage with the curriculum in a process defined as e-learning. is defined as emphasis on social learning and social software such as blogs, wikis, podcasts and online learning platforms

Assumes that knowledge is socially constructed, learning takes place through interactions, action and solving problems

Blogs

Blogs are all over the Internet and if you have been using the Internet, then chances are you have used and read blogs. A blog (a contraction of the term "Web log") is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.

Blogs make it easy for everyone to publish articles on the Internet. It is as easy as typing in a Word Processor. Their simplicity is what makes them so popular.

It is very easy to learn how to generate a blog, create your own blog address, design, customise and maintain your blog by adding topics for discussion of which your blog keeps a permanent record, publishing your work, inserting podcasts, videos, and links to topics of interest. Blogs particularly lend themselves to collaborative project-based learning.

You can blog as much as you want for free and your blog can be public to the world or private for just those you invite to contribute.

Podcasting

Podcasting is a beautiful addition to your repertoire of tools for collaborative projects. It is full of fun and is sure to capture the enthusiasm of your students. Simply put, podcasting will allow your student to create their own radio station, plan manage and record their programmes and broadcast them through the Internet.

The most important tools for your podcasting venture are your microphone, and good audio editing software. Microphones come in many different shapes and sizes (and prices), however a common PC mic will do. The software used is Audacity which is available to download for free and is released under the GNU.

Video Production

This is a very exciting type of production that has become much easier with the availability of easy to use hardware and software. Students find this type of work extremely interesting

and motivating and when well planned, it can be transformed into a cross curricular learning experience.

Before the actual video footage is shot, it is a good idea to plan the content of your video – you can have a mini Storyboard containing a description of the different scenes that are to be included in the video, and the narration for each scene. You can then concentrate on shooting the footage.

Once the required scenes are shot, it's time to edit the production into a neat presentable package. The computer will help us do this very easily. The software used is "Windows Movie Maker" and included with all versions of Windows XP® and Vista®.

The Apple software is called iMovie. Green Screen technology can be easily used to enhance the digital storytelling experience.

Other apps used to enable digital storytelling include Telestory,

Photostory, Animoto, Pic Collage, Skitch, Explain Everything

Digital photos have long taken over the traditional film photos. Students are very well acquainted with the use of this technology and handle digital cameras very easily. Producing an animated story with photos, music and narration using digital photos is very simple with the use of Photo Story 3. It is free software which has been downloaded from the official Microsoft site onto each school computer. There are also a number of iPad apps such as Animoto.

Stop-Motion Animation

Stop Motion is a digital programme that is designed to let you capture images from a webcam, camcorder or scanner and assemble them as separate frames of animation. You can also import images and sound files already on your computer. It enables you to create 'frame by frame' animations by capturing small gradual movements in individual images, such as drawings or clay models, making it look as if a static object is moving. Teachers and students find using this programme extremely interesting and motivating as it provides opportunities for collaborative and cross curricular learning experiences.

Computational Thought and Programming

Computational thinking is the thought processes involved in formulating a problem and expressing its solution in such a way that a computer, human or machine can effectively carry out. Using Minecraft, the Bebras Challenge, BeeBots and Scratch are ideal resources for engaging in computational thought and problem solving in Primary School.

ICT and Social Media Expected Use Policy

1.0 Introduction

Scoil Mhuire, Davidstown recognises that access to Information and Communication Technology (ICT) gives our students enhanced opportunities to learn, engage, communicate and develop skills that will prepare them for many aspects of life. To that end, we provide access to ICT for student use. We blog at www.davidstownps.ie, tweet and Facebook at @Davidstownps and maintain www.davidstownps.ie as our school website. We use a Seesaw Account to host our school e-portfolios.

This Expected Use Policy outlines the guidelines and behaviours that our students are expected to follow when using school technologies for school activities of any nature.

1.1 Technologies Covered

Scoil Mhuire, Davidstown may provide students with Internet access, desktop computers, digital imaging equipment, laptop or tablet devices, videoconferencing capabilities, virtual learning environments, online collaboration capabilities, online discussion forums, blogs and more. The policies outlined in this document are intended to cover all on line technologies used in the school, not just those specifically mentioned.

1.2 Scoil Mhuire, Davidstown's ICT Network

The computer network is intended for educational purposes.

- All activity over the network may be monitored and retained
- Access to online content via the network is restricted in accordance with our policies and the Department of Education and Skills through its agency, the National Centre for Technology in Education
- Students are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a student believes it shouldn't be, the student can ask his/her teacher submit the site for review. This is done via the Professional Development Service for Teachers Technology filtering service BrightCloud
- Teachers have full editorial rights over the school website, blog and twitter. Students will not have access to relevant passwords
- Students are expected to follow the same rules for good behaviour and respectful conduct online as offline – these rules are found in the existing Code of Behaviour
- Misuse of school resources may result in disciplinary action
- After using school device, students must ensure that they are returned to the device unit and assigned their correct space
- We make a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of school technologies
 - When blogging, recording audio or sending any sort of online communication from a school device, students must not slander, defame or misrepresent the school or the views or activities of another individual
 - The school teachers choose and modify all twitter followers/followees and all are for the intended educational purpose. Retweets are not necessarily the views of Scoil Mhuire, Davidstown, but are discussed and distributed for educational and conversational purposes
 - There are no full name references on twitter and a conversational but formal tone is followed

- There is an interaction reply policy for parents and the community on twitter and Facebook. We may follow parents back, once they have followed the school, but we do not seek them out on the site. We will reply to tweets directed at the school once it is deemed appropriate by teachers to do so. The tone of all interactions is conversational and could be described as 'classroom style' language
- We do not follow or reply to students on twitter or Facebook, however we may 'star' or like a comment to reference the comment in the future
- The staff and teachers of Scoil Mhuire, Davidstown commit to not using the online platforms or school accounts for the expression of personal views and we request that the children and parents adopt a similar policy when commenting online through comments on the blog and in directed tweets to the school account • Students are expected to alert his/her teacher immediately of any concerns for safety or security

1.3 Photographs

Scoil Mhuire, Davidstown use the blog and website to celebrate the success stories and great achievements of our students. We use photographs/video/other multimedia to compliment text content on the blog.

We advise the following:

- Photographs of the children will only be displayed online through our various platforms with explicit consent from parents/guardians through a note signed at the start of the year.
- Children will not be named in full – first name will suffice. Should their full name be used at any stage, verbal permission will be sought by parents/guardians. • No child shall be photographed and named under that photograph specifically if they are the only student photographed.

1.4 Scoil Muire, Davidstown's online collaboration through blogging and other platforms.

Scoil Mhuire recognises that online collaboration is essential to education and may provide students with access to a variety of online tools that allow communication, sharing, and messaging among students. Students are expected to communicate with the same appropriate, safe, mindful and courteous conduct online as offline. This is of particular relevance to our school blog.

1.5 Scoil Mhuire, Davidstown may provide students with mobile computers, digital recorders or other devices to promote learning both inside and outside of the school. Students should abide by the same expected use policies, when using school devices off the school network, as on the school network. Students are expected to treat these devices with respect. They should report any loss, damage, or malfunction to their teacher staff immediately. Use of school-issued mobile devices will be monitored.

1.6 Students may not use personally-owned devices in school (e.g. laptops, tablets computers, digital-cameras, and smart-phones) for educational purposes

1.7 Security

We ask that our students use common sense if they think a website does not look 'right'. They must inform their teacher of any concerns. They must twice before they click on anything they feel is not right. If they believe a computer or mobile device they are using might be infected with a virus, they must alert their teacher.

1.8 Netiquette may be defined as appropriate social behaviour over computer networks and in particular in the online environment.

To this end:

- Students should always use the Internet, network resources, and online sites in a courteous and respectful manner
- Students should also recognise that among the valuable content online is unverified, incorrect, or inappropriate content.
- Students should not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Also known as 'The Granny Rule'.

1.9 Plagiarism

- Students should not plagiarise content (copy or use as your own without citing the original creator), including words or images, from the Internet for inclusion on our school blog, e-portfolio, Facebook or Twitter
- Students should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online
- The school will encourage students who create original content to claim ownership of it

1.10 Personal Safety

If students see a message, comment, image, or anything else online that makes them concerned for their personal safety, they must bring it to the immediate attention of

- a teacher if they are at school
- a parent / guardian if they are at home
- Students should never share personal information about themselves or others, including phone numbers, addresses, PPS numbers and birth-dates over the Internet without adult permission
- Students should never agree to meet someone they meet online in real life without parental permission.
- School videos on YouTube are not available for search or comment on the host sites

1.11 Cyber-bullying Harassing, flaming, denigrating, impersonating, outing, tricking, excluding and cyber-stalking are all examples of cyber-bullying. Such bullying will not be tolerated in Scoil Mhuire, Davidstown. We advise the following:

- Our students must not send messages or post comments or photos with the intent of scaring, hurting, or intimidating someone else. Engaging in any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges
 - In some cases, cyber-bullying is a crime
 - Remember that your activities are monitored and retained
 - The school will support students, teachers and parents in dealing with cyber bullying.
- Scoil Mhuire, Davidstown is committed to the Child Protection Procedures for Primary and Post-Primary Schools (Circular 0065/2011) and will act as required by the Department of Education and Skills, the Department of Children and Youth Affairs, the Department of Justice and Equality and the Health Service Executive.

1.12 Violations of this Expected Use Policy Violations of this policy in Scoil Mhuire, Davidstown may have disciplinary repercussions as listed in the school Code of Behaviour.