



Learning Environments for ICT

in Primary Schools & Early Years Settings



Learning environments for ICT in primary schools and Early Years settings 2007

*Advice for school leaders on
developing, managing and making
fullest use of ICT provision for learning*

Foreword

This document is structured under the Becta Self Review Framework (SRF) headings. It is intended as a helpful source of information and references to support school leaders in ICT self-review and action planning. The areas covered by this document are:

- Leadership and management
- Curriculum
- Learning and teaching
- Assessment
- Professional development
- Resources (including procurement)
- Extending learning opportunities
- Impact of ICT on pupil outcomes

Advisory Service Kent recommends that all schools engage in the Becta online Self Review Framework to obtain an accurate overview of ICT standards, and to formulate a set of actions to move the school forward.

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ASK Primary ICT Team



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Schools

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Websites

2simple – www.2simple.com
BBC- www.bbc.co.uk
Bridge & Patixbourne CEP School – www.bridge.kent.sch.uk
British Museum – www.thebritishmuseum.ac.uk
Cluster Web – www.clusterweb.org.uk
DfES- www.dfes.gov.uk
The Standards Site- www.standards.dfes.gov.uk
EIS – www.eiskent.co.uk
Homewood School – vle1.homewood.kent.sch.uk
Kent NGFL – www.kented.org.uk/ngfl
Kent Spitfires Study Centre – www.ks-studycentre.co.uk
Learning Curve – www.learningcurve.gov.uk
NCSL – www.ncsl.org.uk
Ordnance Survey- www.ordancesurvey.co.uk
Recycool- www.recycool.org
Remade Kent and Medway – www.remade-kentmedway.co.uk
RM – www.rm.com
Sam Learning – www.samlearning.com
Skype – www.skype.com
South East Grid For Learning – www.segfl.org.uk
Sebastian Swan – www.sebastianswan.org.uk
SuperClubs Plus- www.superclubsplus.com
Tate Gallery – www.tate.org.uk
Teachernet – www.teachernet.gov.uk
TES – www.tes.co.uk
UK Recycle It – www.ukrecycleit.co.uk
Wikipedia – en.wikipedia.org
Woodlands Junior School – www.woodlands-junior.kent.sch.uk

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Various learning environments in Kent Primary schools



Kings Hill School



Gateway Community Primary School



Harrietsham CE Primary School

Overview

Learning environments for ICT in primary schools and early years settings

2007

Advice for school leaders on developing, managing and making fullest use of ICT provision for learning

It is over six years since the 'National Grid for Learning (NGfL) Phase II' when the first networked ICT suites were installed in Kent primary schools. Many schools have renewed and extended their infrastructure, and others face the pressing need for renewal. Strategies at national level to create a common digital infrastructure are progressing rapidly. Interoperability of systems, content management and personalised learning are major drivers. Schools deserve the best advice to support procurement strategies, informed by full understanding of the remarkable developments in ICT for learning and teaching since NGfL.

To support Kent schools in self-review and action planning, this document is structured under the eight elements of the Becta Self Review Framework. The online tool is designed to help schools evaluate ICT and plan for improvements in teaching and learning. The SRF offers benchmarking against best practice and generates an action plan. The recommended actions may be edited and prioritised. Statements may feed in to the SEF and School Plan.

schools.becta.org.uk

The renewed Primary Strategy frameworks include ICT as an embedded feature of teaching and learning. Extensive national pilots have demonstrated the impact of well-managed ICT, in the hands of good teachers, on pupil outcomes:

Literacy

- Multimodal texts, images and sound to engage and challenge learners
- Recorded speech and playback to support writing development
- ICT as a planning tool, to map out, structure and develop ideas

Mathematics

- Modelling and demonstration
- Visualisation

- Problem solving and analysis
- Rapid generation of examples to support investigation

'Progressions in ICT' is the working title of a Primary Strategy pilot which aims to publish guidance on ICT subject planning and assessment for 2007/8. Ofsted's final report on ICT in primary schools recommends:

In the spirit of the DfES's Excellence and Enjoyment, the challenge to primary schools now is to bring the excitement so often present in cross-curricular work into their planning for progress in ICT capability.

Kent County Council is involved in the 'Progressions' pilot. The ASK Primary ICT team will share resources with supported schools and communicate key messages to all schools as the pilot develops during 2007. The aim is not to replace Qualifications and Curriculum Authority ICT (QCA ICT) with another scheme of work. Schools will be offered a clearer picture of age-related expectations. Exemplars to support planning and assessment are in preparation.

The Kent NGfL site is nationally recognised as a source of advice, resources and exemplary material to support teachers in embedding ICT across the curriculum. Direct links to the site are featured throughout this document. The ICT coordinator support pack contains a structured, themed collection of resources to support the subject leader, and complements this paper. The entire site is regularly updated to ensure that new developments are communicated to schools.

www.kented.org.uk/ngfl

ICT is an entitlement for all pupils. There are essential requirements for the ICT learning environment, in order to ensure the statutory entitlement.

- There must be adequate provision for all pupils to receive the statutory entitlement as set out in the National Curriculum, and achieve the Early Learning Goals set out in Curriculum Guidance for the Foundation Stage.
- All primary schools must have a minimum computer: pupil ratio of 1:8. The Department for Education and Skills (DfES) have reported this as the baseline level for ICT to impact positively on pupil attainment.
- All teachers and learners must have access to appropriate ICT-based resources across the curriculum.
- ICT opportunities should be planned into subject teaching where appropriate.

- Provision should enable practitioners to ensure an appropriate balance, in whole-class lessons, of teacher exposition and learner activity supported by ICT.

ICT Mark

The quality mark for ICT in schools was introduced in April 2006 to replace the NAACEmark. It identifies schools which are consistently able to demonstrate commitment to using technology to improve their overall effectiveness and efficiency.

Schools may use the Becta Self Review Framework to judge readiness for accreditation. The threshold is clearly shown in each section by the ICT Mark symbol. For further information visit:

schools.becta.org.uk/ictmark

Throughout this paper, there are references to the ICT Mark threshold (typically Level 2, or sometimes Level 3) of the SRF. Our aim is to illustrate what ICT looks like in the school meeting the national standards. Please do not base your action plan directly on these statements. It is vital that action planning is based on self-evaluation against each element in the framework. Your planned actions should aim to move the school to the next level.

Element 1 Leadership and Management

1a The vision for ICT

It is vital that all schools have a clear ICT vision. Schools need to identify their future needs and capability of any new ICT infrastructure and ensure it is right for their school. All stakeholders should be involved, including governors and pupils. Current levels of use should be audited. Developing good practice should be shared with the whole staff, and opportunities arranged to see effective ICT in action.

Engagement in the Becta Self Review Framework will enable school leaders to review needs and produce an ICT action plan. Once this has been achieved, the leadership team will need to select a suitable ICT solution and supplier to meet the school's needs. Be prepared to revise your plans in the light of new technology. Remember to take into account continued support for your ICT solution once it has been installed and is in operation.

Working with the vision

No vision, however carefully framed, will lead to change unless its principles are applied in practice. This section offers practical considerations. While not compulsory, the following suggestions are supported by our own experience of effective practice in Kent primary schools, underpinned by a national knowledge base.

All classrooms will benefit from having an interactive whiteboard, or projector with large display screen. HMI have reported that "when used skillfully, interactive whiteboards improve the quality of teaching and stimulate pupils' concentration and positive responses. They also enhance teachers' explanations and demonstrations." HMI also noted increased levels of participation and discussion by pupils, helping them to develop ideas and acquire new knowledge quickly.

Minimum standards for the learning environment

- There should be broadband Internet access in each teaching area.
- Opportunities to explore topic-related content and research online will help teachers to embed ICT across the curriculum.
- Children should have some form of access to interactive resources (such as Interactive Whiteboards) to support kinesthetic and visual learning styles.

Developing the Vision

- Start with completing the Leadership and Management strand of the Becta Self Review framework
- Use the action plans generated and feed them into your school's improvement plan and Self Evaluation Form (SEF)
- Ensure that your ICT policy includes a statement that articulates your vision.
- Develop the vision with all stakeholders and feed actions in to your ICT 3 year development plan.

1b A strategy to achieve the ICT vision

Budgeting for ICT should take account of the total cost of ownership, including training and ongoing technical support. The school budgets for ICT across the whole school and knows the cost of planned ICT developments. Expenditure is linked to sustainable rovement outcomes.

ICT in Schools funding

Since April 2006, headteachers have had more flexibility and autonomy in managing grant expenditure. The following grants have ICT funding included within them, or are for a specific ICT purpose:

- Grant 201 — Devolved Formula Capital
- Grant 101 — School Development Grant
- Grant 121 — Connectivity and Learning Systems Grant
- Grant 122 — e-Learning Credits (eLCS) – continuing until August 2008

Grant 121 Is retained to support the development of services through the Regional Broadband Consortium. Schools' broadband installation and connection is subsidised by this grant.

Additional funding for personalisation was announced in 2006, to be paid through the School Standards Grant. The aims of the funding are to:

- support intervention and catch-up provision for children who have fallen behind in English and mathematics;
- support the education of gifted and talented learners;
- help learners from deprived backgrounds to access after school and year-round activities.

Kent's formula is based on the recommendations of Schools Funding Forum, within DfES guidelines. The formula takes into account prior attainment, deprivation and roll. The personalisation grant is not ring-fenced. It may be used to purchase ICT resources to enable lower attainers to make faster progress, for after-school programmes, and /or to enable higher attainers to realise their potential. Details are at www.teachernet.gov.uk (search for personalisation).

Alternatively, visit:

www.teachernet.gov.uk/management/schoolfunding/2006-07_funding_arrangements/specificgrants200608/Personalisationfunding

There is no extra funding or ring-fenced money in 2006/7 for Laptops for Teachers or Interactive Whiteboards. Schools must meet these needs through the ICT budget. Guidance on ICT grants is at: www.teachernet.gov.uk/wholeschool/ictis/funding

To achieve the ICT Mark threshold, the school will be able to demonstrate that it has taken account of the total cost of ownership in planning for future expenditure. ICT Investment Planner is an Excel spreadsheet which assists schools in working out the overall total costs of ICT procurement.

schools.becta.org.uk/index.php?section=pr&rid=10964

Strategic ICT Leadership training

SLICT focuses on the role of headteachers leading and developing ICT. Training is running in 2006/7. Details are at www.ncsl.org.uk/programmes/slict

Primary Subject Leader SLICT is a new course for ICT co-ordinators. It may only be attended if the headteacher at the school has undertaken SLICT training.

1c The use of ICT to improve organisational effectiveness and efficiency

The ICT Mark school uses ICT for management, administration, finance and planning. There is awareness of the impact of ICT on working practices. Systems enable staff to share resources and access performance data, which is used for setting targets. Staff are aware of their responsibilities in handling data (Data Protection, Freedom of Information). Policies for health and safety address ICT, including e-safety.

Health and Safety

- School leaders should be fully aware of Becta's guidance on Health and Safety: schools.becta.org.uk/index.php?section=lv&catcode=ss_lv_saf_hs_03
- Electrical testing should be carried out annually.
- There should be no trailing cables or leads. There should be ample power provision to avoid socket overloading.
- There should be adequate room ventilation.
- Seating and display height should be correct for the height of pupils.
- Room lighting should meet the required standard: schools.becta.org.uk/index.php?section=lv&catcode=ss_lv_saf_hs_03&rid=152
- The server should be located away from the teaching area, to minimize ambient noise levels.
- Screen filters should be considered to protect against eye strain.

E-Safety

Safe use of the Internet and mobile communications technology is a major concern for schools. Children and adults in school should be safeguarded while using the Internet. It is the school's responsibility to seek permission from parents for children to use the Internet. However secure the system, there is always an element of risk. The Kent County Council requirement is that primary pupils must be supervised at all times while using the Internet.

The 2007 Schools e-Safety Policy, with templates for school use, is readily available on ClusterWeb. www.clusterweb.org.uk/esafety

An appropriate **Internet Safety Poster** should be displayed by each machine. There are two readily available for primary schools and early years settings.

1. the **Early Years / Key Stage 1 'Think Then Click'** poster
2. a new adapted version **'Think Then Click'** for Key Stage 2.

Copies can be downloaded via www.e-safety.org.uk

Alternatively EIS can provide laminated copies to schools. Please contact Peter Banbury for more information. peter.banbury@kent.gov.uk

The National Children's Charity (NCH) has produced a guide for parents which raises awareness of safe Internet use.

www.nch.org.uk/uploads/documents/GetITGotITGoodbooklet.pdf

For further guidance and information on e-safety contact Rebecca Chapman, KCC CFE e-Safety Officer: Rebecca.Chapman@kent.gov.uk

There is a **Kent e-Safety blog**:

www.clusterweb.org.uk/cs/community/esafety/default.aspx

These Becta publications are also recommended:



- **Safeguarding children in a digital world**
www.becta.org.uk/corporate/publications/publications_detail.cfm?show=latest&orderby=title_asc&letter=ALL&pubid=312&cart



- **E-Safety**
www.becta.org.uk/corporate/publications/publications_detail.cfm?show=latest&orderby=title_asc&letter=ALL&pubid=313&cart

In extreme cases, children's safety may be compromised through their use of ICT in school. At home, risks are even greater. Appropriate risk assessments should be made before assigning an Internet research task. Many primary pupils face risks through their contact with older pupils (especially siblings) who use social networking sites and instant messaging. Raising awareness among children and young people of the risks associated with internet technologies is part of the wider 'duty of care' which applies to everyone working in children's education.

schools.becta.org.uk/index.php?section=is

Leadership teams must ensure that the school has an e-safety representative. This does not need to be the ICT coordinator or network manager. In many schools, the person with responsibility for child protection takes on this role.

Your school must:

- Ensure that an effective filtering / blocking system is in place.
- Review and update annually the Acceptable Use Policy in line with the Kent Schools e-Safety Policy. The Kent document contains detailed guidance, sample statements and policy templates for your use.
- Agree the Acceptable Use Policy with governors, communicate to parents and obtain signed consent.
- Ensure educators and learners are aware of how to report incidents, and procedures for handling incidents.
- Provide advice and guidance to parents on how to protect their child at home.

Further guidance for Kent Schools can be found at:

www.kented.org.uk/ngfl/ict/safety.htm

Spam filtering and blocking

Schools which subscribe to the Kent Community Network are protected by 'Websense', a sophisticated filtering product. The product is controlled centrally for primary schools. Secondary schools should ensure that educators as well as technical support staff fully understand how it works so they can apply local policies.

Age related filtering and blocking

Schools need to establish their own filtering and blocking criteria (with advice from Kent LA). Standard default settings will be advised, but school leaders must determine whether they block sites for all levels of user or whether they will allow certain sites to be viewed by certain age groups.

Policies for effective response to incidents

Schools should develop unambiguous responses and disciplinary procedures should ICT abuse occur within the school. Advice and guidance is being developed based on a risk assessment methodology.

Security software

It is vital that schools maintain appropriate levels of security to reduce the risk of viruses and other intrusions. Schools may require specialist advice from Kent LA.

For more information visit:

clusterweb.org.uk/cs/community/esafety/default.aspx

Disposal of old ICT equipment

The WEEE (Waste Electrical and Electronic Equipment) Directive, due to become law in 2007, includes all equipment that has a plug or uses a battery. All such equipment will require separate treatment to avoid wasteful and potentially hazardous landfill.

Kent County Council is working with UKrecycleIT.
www.ukrecycleit.co.uk

Schools may contact the scheme directly at
enquiries@ukrecycleit.co.uk

Alternatively, telephone 01622 792694 to speak to the Project Manager. Further details are at
www.remade-kentmedway.co.uk

There are also a number of ways to dispose of old ink cartridges. By registering at Recycocool, schools are able to look into possible schemes which may help to raise additional funds for the school and at the same time be eco-friendly. www.recycocool.org

1d Monitoring and evaluation

At the ICT Mark school, regular monitoring is beginning to inform strategic planning for ICT development. For this strand, some of the ICT Mark standards are Level 3: "Evidence is collected systematically in some areas and used to evaluate the impact of ICT." This achievable target recognises the importance to school improvement of having a shared system, while recognising that it takes time to develop across the whole school.

The Advisory Service Kent (ASK) Primary ICT Team have compiled useful guidance to support schools with monitoring and evaluation. Resources can be found in the ICT Coordinators Support Pack. This is an online resource which is periodically updated.

Guidance and further information is at
www.kented.org.uk/ngfl/ict/support/howdo.htm

Element 2 Curriculum

2a The planned ICT curriculum

The ICT Mark standard is Level 2:
“Systematic planning identifies opportunities for most pupils to apply, consolidate and extend their ICT capability across all subjects, making use of a range of technologies.”

The QCA ICT Scheme of Work is becoming dated. The range of ways in which learners can use ICT continues to expand. The curriculum itself has moved on. The level of rigid detail in the scheme of work (SOW) is at odds with the creative, flexible curriculum. There is not to be a new scheme: see Progressions (below) for details of how the Primary Strategy plans to support the development of ICT capability.

Many schools in Kent are retaining the framework to ensure progression and coverage. Rather than a weekly lesson on a ‘short focused task’, skills are taught as needed. ICT is embedded by being ‘mapped’ across subjects. The advantage is that learning is set in an authentic context. The issue for teachers is to ensure progression and appropriate challenge.

The QCA SoW does not take account of the development of ICT-rich learning environments in Early Years settings. Many aspects of the Year 1 units are poorly matched, and are uninteresting. The Kent NGFL website has a range of linked activities to support ICT in Year 1:

www.kented.org.uk/ngfl/qca/year1

There are many imaginative resources available on the Early Years Website. The games section has a large number of activities to support pupils’ understanding, predominantly in Literacy and Numeracy:

www.kented.org.uk/ngfl/games

The games, designed by James Barrett (Early Years and Key Stage One Project Teacher) and Becky Stoneham, are free to download and use in the classroom.

Renewed Primary Frameworks

www.standards.dfes.gov.uk/primaryframeworks

The aim of the Primary Frameworks for literacy and mathematics is to support and increase all children’s access to excellent teaching, exciting and successful learning. The renewed frameworks draw on the work of national projects and networks to embed ICT teaching and learning opportunities in literacy and mathematics. The renewed frameworks provide:

- Clearer progression in learning
- Materials to support planning
- Interactivity to support ease of planning
- Stronger links with assessment for learning
- Links between subjects

A third of the literacy unit plans have specific ICT outcomes. ICT is integrated across the phases of learning within each unit to support; reading, speaking and listening, planning and writing. All mathematics units have reference to ICT.

The Primary National Strategy is committed to:

- Development of ICT in children’s independent work.
- Improving leadership of ICT across the primary sector
- ICT to help combat underachievement
- Providing support for ICT as a subject, and assessment
- Progression in ICT capability from EYFS through to secondary, with age related expectations

Keys to Learning

‘Keys to Learning in literacy and mathematics’ is a Primary Strategy DVD containing:

- Staff development meeting outlines
- Interactive texts, IWB files, Excel workbooks, interactive teaching programs and support materials for reading and writing
- Video clips of classroom practice
- Resource user guides and skills tutorials
- Searchable bank of materials



ICT Coordinator Support

The Kent Primary ICT Coordinators Pack is available online at: www.kented.org.uk/ngfl/ict/support

The pack contains advice, examples, links to national sites and downloadable resources. It focuses on:

- National standards
- Planning and monitoring
- Self-review
- Evaluation of impact, tracking and assessment.

'Improving Together Network' (ITN) twilight meetings for ICT co-ordinators are held in clusters in Terms 1, 3 and 5. Each meeting contains an update on nation and local developments, and allows opportunities for ICT co-ordinators to share practice and discuss topics of common concern. Wherever possible, meetings are held in a school ICT suite with good online access. Details are published at: www.kented.org.uk/ngfl/ict/ITN



Element 3 Learning and Teaching

3a Teachers' planning, use and evaluation

Staff should know when, and when not, to use ICT. They select resources and plan lessons which feature appropriate use of ICT. They are able to evaluate critically the impact of ICT on outcomes, and share with colleagues. In the ICT Mark school, use of ICT is 'widespread and frequent'. A few staff are developing the use of ICT to extend learning and teaching.

The Primary Strategy recommends this process for reflection:

1. Taking stock

Review learning and teaching in your chosen area and the role ICT currently plays

2. Exploration

Explore approaches to using ICT to enhance learning and teaching

3. Review and reflect

Review, evaluate and plan your next steps

3b Learning with ICT

The ICT Mark threshold is Level 3: Pupils have growing expectations about the use of ICT and readily apply ICT when given the opportunity. Many are able to transfer their ICT capability to new situations.

Pupils have a good understanding of how their use of ICT improves learning. They are able to explain, with examples, how they use ICT and the impact this has on their achievements.

The earlier children are given access to ICT opportunities, the sooner they can progress. Child initiated activities enable the youngest learners to explore, to develop confidence, capability and vocabulary, and to flourish as independent learners. Pupils should have ready access to resources in the classroom and in the outside play area. There should only be very good reasons for storing away in cupboards!

Element 4 Assessment

4a Assessment of, and with, ICT

The school working towards ICT Mark is beginning to develop reliability in teacher assessment, with some moderation taking place. Pupils are beginning to self-evaluate their learning. Staff contribute to pupils' awareness of their learning by regularly engaging in discussion. The ICT Mark school has put into practice various systems for recording achievement. There are whole-school and individual targets, and progress is tracked.

Kent's pupil self-assessment sheets can be downloaded from:

www.kented.org.uk/ngfl/ict/assessment

The sheets contain simple statements for children to evaluate their own progress. The statements are based on the 'I know how to...' format with a direct link to learning objectives broadly based on the QCA scheme of work. Language is positive: "I can with help", "I can on my own", "I could help someone else". From Year 2 upwards, the sheets contain 'thought bubbles' to encourage pupils to reflect on 'where do I go next?'. The sheets may be used as the basis of a whole-class review of a unit, or with an adult leading a group. The documents are in Word format and may easily be changed to suit the school's approach to assessment.

For further advice on assessment for learning, and setting targets and tracking in ICT, go to:

www.kented.org.uk/ngfl/ict/support/goodenough.htm

It is good practice to maintain an annotated portfolio of representative work showing achievement in all years, and progression through the school. For example, a selection of work by average, below- and above-average attaining pupils may be photographed or printed. The comments make links to level descriptors, and suggest what opportunities the pupil now needs to progress. Teacher annotation may also reflect on evidence not recorded at the time, for example choices made and justified by the child.

For advice and resources, go to www.kented.org.uk/ngfl/ict/support/howdo.htm



3c Leadership of Learning and Teaching

Innovation is beginning to take place in the school ready for ICT Mark. In most cases, innovation is well planned (not wildly experimental!) and teachers share the outcomes.

Becta's ICT Excellence Awards is a new award scheme for schools which have developed outstanding or innovative ICT to benefit the whole school community. The awards are closely aligned with the self-review framework and the ICT Mark. 2006 winners were announced in November. Further information and details for entering in 2007 can be found at:

www.becta.org.uk/corporate/display.cfm?section=21&id=5019

Element 5 Professional Development

5a Planning

The ICT Mark school has a system for regularly auditing of staff ICT training needs in relation to the wider priorities of the school, with a focus on teaching and learning. CPD is planned in response to the audit.

A range of development opportunities based on identified needs should be open to staff. Training should not be limited to centre-based courses, although high-quality coaching in small groups can greatly improve teachers' skills, confidence and awareness of teaching strategies. In most of the ASK Primary ICT courses, teachers bring away the kit or software, enabling them to put ideas into practice without delay.

ASK Primary ICT courses are repeated throughout the year. Currently these include:

- ICT in the Foundation Stage
- Control, Modelling and Simulation at Key Stage 1
- ICT in Science at Foundation Stage and Key Stage 1
- Movie Creators and Animations at Key Stage 1
- Creating Animated Big Books
- Mindmapping and Webquests
- Working with Animations
- ICT in Science at Key Stage 2
- Revitalising Databases and Spreadsheets at Key Stage 2
- Control Technology at Key Stage 2

For dates, booking details and availability of courses, please visit: www.kented.org.uk/ngfl/news/courses

5b Implementation

The ICT Mark school ensures that staff are able to access a variety of centre- and school-based training opportunities closely linked to the school context. Training is well focused, engaging, and effective. The school is able to provide individual mentoring and coaching as part of planned ICT professional development, for most staff.

At best, opportunities are enjoyable and engaging and matched to the needs of individual staff. Training is linked to wider priorities in the overall school plan.

Opportunities may focus on newly-purchased resources such as interactive whiteboards or software such as Textease CT.

In the school progressing towards ICT Mark, leaders actively encourage teachers to share ICT expertise and experience with colleagues, possibly through regular staff meeting slots, Key Stage meetings or individual mentoring. In this way, the school develops its own capacity to support ICT.

Hands On Support (HOS)

All clusters have Hands On Support programmes led by local Leading ICT Teachers or Hands On Support project officers. Currently, clusters receive funding to support the development of sustainable local ICT capacity. Each cluster should have a system for schools to apply for Hands On Support funding to enable teacher cover. The cluster should be able to match the expertise of the HOS team to the needs of individual teachers.

Clusters also organise a range of after-school ICT workshops and meetings to share best practice. Headteachers should contact the Local Education Officer for details.

At the ICT Mark school, staff development incorporates the sharing and wider adoption of effective practice. Individual mentoring or coaching is part of the school's planned strategy. Centre- or cluster-based training should be followed up: is the teacher able to access appropriate resources, to put learning into practice? Is one-to-one coaching needed, and can the course team provide this?



5c Review

The effectiveness of professional training is monitored, and the school is beginning to link CPD to teaching and learning outcomes.

Evaluation and individual action planning are features of Kent's Hands On Support programme. For more information of individual cluster projects, contact your Local Education Officer or a Hands On Support consultant.



Element 6 Extending opportunities for learning

6a Awareness & Understanding

How well do staff understand the importance of ICT in extending learning opportunities beyond the school? Do they have ideas about how this might be achieved? The SRF levels are: none, some, many, most and all, with the ICT Mark threshold at Level 3. At the ICT Mark school, staff are aware of pupils' and families' access to ICT. The school is taking steps to establish community partnerships to extend learning.

To extend learning opportunities increasing numbers of schools are making their ICT facilities available to children outside of the school day to support both class and homework. To promote parental awareness, some schools have introduced 'parent classes' on basic ICT skills.

Popular web based resources to support learning include:

Homework Sites

SuperClubs Plus enables children to collaborate and communicate safely online:
www.superclubsplus.com

Sam Learning

A UK exam revision service for schoolchildren that covers all the main subjects from KS1 SATs and GCSEs through to A Levels www.samlearning.com

BBC Jam

The BBC's Interactive service for 5-16 year olds enables children to use audio and video to create and publish their work online: <https://jam.bbc.co.uk/>

Museums and Art Galleries

The Tate

www.tate.org.uk/youngtate

The British Museum

www.thebritishmuseum.ac.uk/compass/ixbin/hixcli.ent.exe?_IXDB_=compass&search-form=graphical/edu/main.html&submit-button=search

Others

Learning Curve

www.learningcurve.gov.uk

Online Teaching and Learning resources to support History

from Key Stages 2 – 5

Ordnance Survey MapZone

mapzone.ordnancesurvey.co.uk

Online Teaching and Learning resources to support Geography

Making the News – Online newspaper publishing web-site for schools and children

kmi4schools.e2bn.net/segfl_eiskent

6b Planning & Implementation

The ICT Mark threshold is set at 3 throughout this strand, recognising that many schools are in the early stages of developing ICT partnerships with local organisations.

Characteristically, the school makes curriculum information available electronically to families, with suggestions on supporting pupils' learning out of school. Where possible, the school is beginning to make ICT learning opportunities available to the community.

Many schools publish curriculum policies, project news and links to external web-sites to support children's learning. Good examples are:

Bridge and Patribourne CEP School

www.bridge.kent.sch.uk

Woodlands Junior School

www.woodlands-junior.kent.sch.uk

Homewood School

vle1.homewood.kent.sch.uk/new

South-East Grid for Learning (SEGfL) and 'Playing for Success' study centres provide web-based learning activities and links to organisations which support children's learning:

South East Grid for Learning

www.segfl.org.uk

Kent Community Network

www.clusterweb.org.uk?kcn

Kent Spitfires Study Centre

www.ks-studycentre.co.uk

Publications and web links

Study Support: a national framework for extending learning opportunities

DfES Publications reference 03859-2006BKT-EN

Extending the School's ICT to the Community:

www.teachernet.gov.uk/_doc/8293/ACF5F55.pdf

DfES Playing for Success:

www.dfes.gov.uk/playingforsuccess

Extended Schools:

www.teachernet.gov.uk/wholeschool/extendedschools



Element 7 Resources

7a Provision

The ICT Mark standard recognises the physical constraints of many school buildings. For physical environments, the standard is Level 3: Where possible some learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches with ICT.

Software

New installations require high quality, up-to-date curriculum software which is appropriate to the needs of learners.

- The Primary ICT Team has negotiated with Research Machines (RM) a core software bundle as an alternative to the WindowBox. The software is supported through the Kent NGFL course programme. www.kented.org.uk/ngfl/software/kentbox
- To discuss this in more detail please contact a member of the Primary ICT Team, or your RM or EIS representative.
- Full details of Kent discounts are at: www.kented.org.uk/ngfl/software/discounts
We take care to list only those products which Kent teachers have evaluated in school. Evaluation focuses on educational worth, value for money, robustness and accessibility.
- Schools with RM CC3 must check that purchased software will run on the RM network. RM maintain a list called Curriculum Choice. Purchasing from RM guarantees that the software comes with installation support for CC3: www.rm.com/Primary/Products/Product.asp?cref=PD24802
- 2Simple titles are not supplied by RM, but most can readily be installed on CC3. Details are at www.2simple.com
- Kent primary and special schools have already received a single user copy of Clicker5, through cluster training. The current cluster training programme aims to ensure that all schools receive a 5-user copy of 2Simple's 2Connect ideas mapping software. Sarah Lloyd-Cocks is arranging training for special schools. Details are at: www.kented.org.uk/ngfl/software/2connect
- The Kent NGfL software section features recommended free downloads, including utilities to be downloaded during a new installation.

- Be aware that some older CD ROMS titles may not run on new machines. Make sure the school therefore budgets for some new software and subsequent licenses rather than relying on existing or possibly out of date software.

Displays

In any school, effective use of display makes an important contribution to the learning environment. Many teachers make good use of display space to showcase pupils' ICT work. Posters, printed banners and labels reinforce ICT vocabulary and communicate important information. The use of ICT in displays gives the impression that the school is ICT proficient and inevitably raises the profile of ICT.

ICT also cuts burdens! Free display material for schools can be found sites such as the TES Resource Bank: www.tes.co.uk/Resources

Learning posters for Early Years settings are at the Kent NGFL Early Years site: www.kented.org.uk/ngfl/earlyict/posters.htm

7b Access

The ICT Mark standard of Level 3 is realistic, taking account of local constraints and the pace of change: "Access to curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from outside of the school may be limited. There is an appropriate connection to the internet in terms of bandwidth and facilities. School planning recognises the need to update this to meet future demands."

Broadband

All pupils irrespective of school size and location are entitled to high quality ICT facilities including broadband access. The schools connection needs to be:

- Robust enough to support many computers
- Fast – 2 Mbps minimum symmetric bandwidth
- Highly reliable with a fibre optic connection
- Able to connect to the National Education Network (South-East Grid for Learning and other regional networks)
- Secure, with age-appropriate Internet access and filtering.

In Kent this means a full connection to the Kent Community Network (KCN). In December 2006 93% of primary schools were connected to KCN, with a target of 100% by August 2007.

KCN Broadband Help Desk: 01622 206040

Note: copper-wire ISDN and ASDL connections are no longer suitable for schools and are no longer approved by DfES except as a step towards 'full broadband'.

For further information on Broadband, consult the broadband section at www.eiskent.co.uk

Kent Community Network has a section in ClusterWeb (Advisory Services and ICT) www.clusterweb.org.uk?kcn

Learning Platforms

Much has been written about the 'personal learning space' for each pupil, enabled through a single log-on to a range of services and content delivered through an Internet gateway. Primary schools are advised to wait until Becta awards framework contracts early in 2007, to ensure the fullest range of services and best value for money. At this stage, local authorities will review existing provision and recommend appropriate next steps.

Alan Day, KCC Senior Policy Officer for the Digital Curriculum, maintains a blog: clusterweb.org.uk/cs/community/kcc_digital_curriculum/default.aspx

South East Grid for Learning have published a case study of the benefits of Learning Platforms in the region's schools: www.segfl.org.uk/casestudies

There are five elements of personalised learning:

- Assessment for learning (AfL)
- Effective teaching and learning
- Curriculum entitlement and choice
- Organising the school (e.g. workforce remodelling)
- Beyond the classroom (e.g. extended schools)

Safe environments to develop personalised learning

- By 2010 all schools should have integrated learning and management systems. Learning platforms with core functionality already offer elements of the 'personalised online learning space' envisioned in the DfES strategy for e-learning. Each pupil will have an e-portfolio accessible through a single log-on, whether in school or at home.
- Planning and preparation by the staff team are critical in ensuring safe environments for Internet research. Kent e-Safety guidance on ClusterWeb contains advice and encouragement to teachers to explore alternative strategies such as Webquests to ensure safety in web research. www.clusterweb.org.uk?esafety

- School leaders should consider making appropriate arrangements to ensure that the school website is regularly updated with appropriate, relevant links to curriculum content that has been recommended and vetted by teachers
- Content providers such as Espresso ensure a safe environment for online learning, supported by rich media content linked to core curriculum requirements.

Technical Support

The ICT Mark school ensures that staff have access to specialists who respond to problems as soon as they are reported, and take appropriate action to prevent breakdowns.

Ofsted recommend that schools should demarcate subject leadership and technical support roles. The ICT co-ordinator should not be spending time on technical issues. Networks are becoming more complex and require specialist management. Network support includes:

- Installing new applications, checking viruses, security updates and filtering require technical expertise.
- Providing quality technical support to ensure continuity of ICT services within the school. Becta has extensive advice on this (FITS).
- Returning warranties on new equipment.

Sources of Technical Support

External support – telephone/ helpdesk (EIS, RM or other supplier often with remote access)

Onsite support – the school employs a technician, or buys in a service.

The bought-in service may include one of these options:

- EIS – range of subscription services: ad-hoc visits, regular contracted visit or full managed services.
- Contact EIS (help desk) for details: 01622 672779
- Locally-based technician (contract agreed by school or shared with other schools)
- Secondary school provides support

Managing a Technician

- Ensure that the technician has a job description and training programme, and that a structure for line / performance management is agreed. More guidance can be found at:
www.kented.org.uk/ngfl/ict/support/support_resources/Technicianjobdescriptions.doc
- Technical support should be compliant with the Becta FITS programme: www.becta.org.uk/tsas

7c Management

The ICT Mark school has an effective strategy for procurement, underpinned by the school strategic plan for ICT. There is understanding of the concepts of total cost of ownership (TCO) and value for money. Regular monitoring and evaluation takes place, and procurement plans draw on this.

From the start, procurement planning should be underpinned by the school's vision for teaching and learning. Where a major infrastructure renewal is planned, how will this contribute to wider improvement? What models of teaching and learning will be supported? What has the school learned from past and recent experience? What current features of provision should be kept, and what could be improved on?

Affordability is a key consideration from the start. Prioritise requirements: what is essential, and what is desirable? It is unlikely that 5-year old desktops running Win98 can be accommodated on a new network, as they will slow down performance. Are there any uses for them as stand-alones, dedicated to (for example) CDs in Early Years / Year 1, or RM Maths for self-managing practice and consolidation supported by diagnostics?

Procurement advice to Governors

In all cases where the school plans to install ICT equipment and configure to a network, and especially where there are plans to introduce wireless networking, advice should be sought from EIS at the outset. EIS and Kent County Supplies work closely together and will route you appropriately for procurement advice.

Both EIS and the Kent County Supplies ICT team are able to advise on competitive procurement using KCC contracted suppliers. Both are able to assist in managing the procurement project. Please note that assistance may become chargeable beyond simple advice.

A major procurement project may be split between IT and audio-visual requirements. Schools should contact EIS for IT advice, and KCS for AV advice. As a rule of thumb, large display equipment (IWB, plasma screens) is classed as AV. If you intend to split the project in this way, please let both EIS and KCS know.

Please note that external suppliers will always recoup costs somewhere, so be wary of "free advice". EIS and KCS have a responsibility to advise schools, whereas external suppliers seek profit. Both EIS and KCS do engage outside consultants to schools. However it is in a much more controlled way than an individual purchaser in open markets.

Major approved suppliers such as RM are able to supply hardware, network management tools and curriculum software at competitive prices. Outside suppliers should be approached with caution: they may promise much, but invariably cut corners to reduce costs. Quotes must be obtained on a 'like-for-like' basis, guarding against unpleasant surprises. For example, is the network set up with curriculum software ready to go, or are staff left to do this? Small companies normally build their own PCs to a lower specification and we have come across many instances of failure after two or three years.

If not using EIS, the school must ensure that suppliers are Becta approved. Local suppliers may be linked to a larger company which meets the Becta requirements. This will ensure that Becta's technical, safety and security standards are met. If they cannot satisfy you that their services are quality controlled by an approved company, you are recommended not to proceed.

Becta approved suppliers can be found via www.becta.org.uk/schools/procurement

Click on Infrastructure Services Framework then Suppliers.

More detailed guidance and advice are in the KCC white paper Procurement of ICT in Schools: clusterweb.org.uk/cs/community/kcc_digital_curriculum/default.aspx

Leasing

The leasing of ICT equipment by schools is not recommended. Kent Educational Finance offer excellent terms for central loans. External agencies cannot match these terms. Details are at:

www.clusterweb.org.uk/docs/Section17.doc

NB If a supplier offers to lease printing / copying equipment, you should contact Duncan Riches at Kent County Supplies. Photocopier leasing is strongly discouraged: schools are advised to buy or rent through KCS.

Purchase of computers on behalf of pupils

There is the opportunity to purchase computers for pupils which are tax free if certain conditions are met. The computer must be for the pupil's direct use and necessary to deliver their education. This may be necessary in some schools in extreme cases. This should not be misinterpreted by schools thinking they can buy computers for pupils VAT free. For further guidance please visit cluster web and download appendix 17 of the VAT manual.

www.clusterweb.org.uk/communication/ebulletindetail.cfm?eb_bulletinid=1582

www.clusterweb.org.uk/docs/VATManual.doc

How can the ASK Primary ICT Team help?

We can:

- advise and support head teachers in strategic leadership and self-review of ICT (including the Becta Self Review Framework).
- work with ICT co-ordinators and other subject leaders to review standards, evaluate practice, improve planning and assessment, ensure progression.
- provide support for curriculum software and innovative applications.
- point to reliable sources of infrastructure and procurement advice.

Contact details for your local ICT Consultant can be found on page 31.

If ICT has been identified as an area of high priority, support needs to be commissioned. The commissioning process is carried out by the School Improvement Partner (SIP).

Element 8

Impact on pupil outcomes

8a Pupils' progress in ICT capability

Realistically, the ICT Mark standard recognises that it can take time to ensure all pupil groups achieve equally well. The threshold is Level 3: "Pupils make clear year-on-year progress in ICT, but a few make uneven progress in some aspects." Through the opportunities they receive, most pupils are becoming highly confident in using ICT independently. The school is using data on ICT progress to ensure that potentially disadvantaged pupils' achievement is at least satisfactorily.

Many schools still like the simplicity of the Kent NGFL tracking system. This is an Excel document which enables the teacher to track pupil progress against levelled expectations. Information on pupil progress is then displayed as a traffic light system, clearly identifying high and low achievers. Although this model is based around the QCA document, it can be easily edited to support the school in view of changes made in adopting a creative curriculum. To download the tracking system visit

www.kented.org.uk/ngfl/ict/support/targets.htm

8b Pupils' progress more widely

Pupils experience ICT across many curriculum areas. They have opportunities to use ICT creatively. ICT regularly contributes to progress in the development of thinking and learning skills for many pupils.

There is now a vast array of resources online with ideas for embedding ICT, but teachers are often overwhelmed by this and are unable to find useful, age appropriate material quickly. A good starting point is the Kent NGFL website www.kented.org.uk/ngfl/; here you can search for website ideas and links by subject, QCA unit of work or ICT as a subject.

8c Attitudes and behaviour

At the ICT Mark threshold, ICT has contributed to pupils' attitudes to learning. ICT enhances their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. Pupils collaborate, and show sensitivity and respect to others. They show interest, enthusiasm and curiosity.

Capturing evidence using digital photos is just one way to show children engaging with ICT. This can be developed further by annotating the photos with the pupil's response. As we are very much aware the 'Pupil Voice' is a very important in school life. Surveying the pupils or asking for feedback from the School Council can also provide useful insights into children's attitudes in ICT and how it enhances their learning.

Appendix

Glossary of terms and useful terminology

Summary of useful contacts

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Appendix

Interactive Whiteboards

The interactive display consists of three pieces of equipment linked together:

- A computer – Mac or PC
- A data projector
- A touch-sensitive screen – the interactive whiteboard

This combination of technologies turns the interactive whiteboard into a very large computer screen. With a pointer, or even a finger, the user can write on the board or control computer programs. It is ideal for whole-class teaching as it removes the need to have large groups huddled around a single computer screen.

There are two types of interactive whiteboards:

1. A 'soft' board using a thin membrane surface that can be operated with the use of the finger e.g. the SMART board.
2. A 'hard' board that has a solid surface, which is used in conjunction with a 'stylus' of some kind e.g. the Promethean ACTIV board.

Both kinds can be used successfully within schools. Durability is often an issue of concern, but both kinds of boards have been seen to withstand the rigours of everyday school use

The four main types of board are: Smartboard, Promethean ACTIVboard, Hitachi (Cambridge or StarBoard), RM Classboard

Be aware – Promethean also market a Presenter Board. These are cheaper but are designed for business use. They will not allow you to run ActivPrimary software. Schools purchasing these boards will need to pay for an electronic upgrade (around £400) to be able to run ActivPrimary. Although the Promethean ActivBoards (blue and yellow) are more expensive, they will work out cheaper in the long term.

Interactive Whiteboards – What is their educational value?

- They provide electronically all the familiar features of a traditional classroom blackboard or roller whiteboard.
- Whereas the number of pupils that can practically be accommodated around a standard computer set-up is limited, whole classes may comfortably participate in whiteboard presentations.
- Lessons can be enhanced by easily integrating video, animation, graphics, text and audio with the teacher's spoken presentation.
- It is possible to highlight and annotate key points, using the marker pens. Anything on the screen can be saved as a 'snapshot', making it easy to review and summarise key teaching points.
- Material can be displayed from a number of sources, including CD-ROMs, websites, DVDs, VHS tapes or television.
- Notes, diagrams and entire lessons can be saved, archived and added to the school intranet or similar centralised teaching resource.

Alternatives to Interactive Whiteboards

The most essential equipment for an interactive classroom is a data projector connected to a laptop. With this equipment alone, a screen can be used to display not only computer software but web pages and videos, whether on DVD or CD-ROM. To make the classroom more interactive, any of the following could be added. All are a much cheaper option than interactive whiteboards.

- **Wireless mouse and keyboard and projector** – A wireless keyboard and mouse extends interactivity away from the computer operating the data-projector.

There are two types of mouse:

- 1) Gyromouse and Keyboard radio (RF) and can be used anywhere in the room.
 - 2) Infra-red, these work by line of sight only (therefore not very useful on the carpet!)
- **Tablet PCs and projector** – Tablet PCs are laptop PCs without a keyboard. Interaction is via the screen using a stylus. A networked tablet PC linked to a data projector is a cheaper alternative to an interactive whiteboard. They are preferred by some teachers as they can be passed round rather than the pupil having to come out, and the teacher can move around the classroom and not always be at the front.

- **Interactive tablets/slates and projector** – These pads can be used with a PC and Projector to offer whole-class interactivity from anywhere in the classroom. They are small portable panels that can be written or drawn on with an electronic pen. Unlike tablet PCs (see above) or interactive whiteboard tablets, the image does not appear on the pad. It is sent to the projection screen only.
- **Mimio** (Whiteboard conversion kit) – A bar is attached by suckers to the side of a conventional whiteboard, which picks up the movement of the pens by ultrasound, thus turning any whiteboard into an interactive one.
- **Wireless Projector Server** and projector. This clever device plugs directly into your projector and allows it to communicate with your computer. If you use a Tablet PC, you can walk freely around your classroom whilst delivering exciting, vivid lessons to your class.
- **Voting Systems** – there are a number of voting systems that are available such as Promethean ActiVote, Qwizdom and Turning Point. These allow pupils to vote for the correct answer to a question along the lines of ‘Who Wants To Be A Millionaire’ the data from the answers they have given is stored and can be analysed to assess children’s understanding of the topic.
- **Networked Data Projector** – Used to stream video resources.

Health and Safety Considerations for Interactive Whiteboards

It’s important to be aware of the health and safety implications of using projection equipment such as interactive whiteboards in the classroom, particularly if children might stand in front of the beam to give presentations to the rest of the class. All projectors, if misused, have the potential to cause eye damage; so some simple guidelines should be followed:

- Make clear to all users that no one should stare directly into the beam of the projector.
- When entering the beam, users should not look towards the audience for more than a few seconds.
- Encourage users to keep their backs to the projector beam when standing in it
- Children should be supervised at all times when a projector is being used.

A maximum of 1,500 ANSI lumens is normally adequate for projection equipment in most classroom environments. The only exception might be extreme ambient lighting conditions. In this case the advice is to use window blinds rather than increasing the brightness of the projector.

When purchasing or using a projector for purposes when it is likely that a person will be standing in front of the beam, consider using a method of brightness reduction, such as a neutral density filter or brightness adjustment facility. These modifications can be removed or adjusted for other purposes such as cinema projections, when no one will be standing in front of the beam, allowing the projector to be used to its full potential.

Becta advises against purchasing cheaper SVGA projectors for use with Interactive whiteboards. SVGA whiteboard bundles are not BECTA approved.

It is also useful to change the background colour from white to a pastel colour, but be cautious if you have children in the class who have difficulty seeing certain colours.

It is also recommended that boards are permanently fixed in rooms. Firstly, teachers get frustrated having to set up mobile boards each time they want to use them and secondly there is often trailing leads which can be a health and safety issue. Think very carefully about the height at which the boards are installed, consider both the convenience for the teacher and accessibility for the child. Portable platforms and stages can potentially be hazardous.

For more detailed information on health and safety guidelines on using Interactive Whiteboards follow the link. www.becta.org.uk/ntss/ntss.cfm?id=3160

A Dedicated Suite versus Mobile Devices (Laptops)

Dedicated Suite

Pros	Cons
Delivery to whole class or large group is easier.	Time must be booked or planned for
Ready to use immediately necessarily appropriate	Foundation Stage and Year 1, chairs and mice not
Mice set up ready to go	More difficult to embed ICT into group work
Children become accustomed to classroom management	Split class movement and supervision a problem.
Internet and file sharing easier	
Networked printer quicker	
Teachers know which machines have required software	
No moving of kit necessary	
Often larger screens	
No batteries to run down	
Possibly more secure	
Focus to celebrate good practice	

N.B – Adding older machines (Windows 95 or 98) to a network can slow it down.

Mobile Devices (Laptops)

Pros	Cons
Use a computer anywhere	Packing and unpacking logistics
Group work easier to organise	No mice
Easier to embed across the curriculum, as laptops can be used anywhere in school	Tablets have no CD reader and may require a separate keyboard
The stylus (tablet PCs only) has advantages for drawing, writing and navigating via links and buttons	Battery usually needs recharging at lunchtime and after school.
Interactivity of a tablet networked with a data projector	File sharing / Internet require wireless network
Can be used for offsite learning.	Greater need for technical support
May be used to develop home school partnerships	Slow file sharing and re-imaging over wireless
Flexible to run whiteboard and act as a laptop for teachers.	Whole class printing can be slow
	Higher cost due to battery replacement
	Storage and security less robust.

An ideal scenario for a primary school of around 200 pupils might be:

A hard-wired suite or mini-suite (cluster of workstations) plus a mobile bank of networked laptops/tablets.

Other mobile technologies include:

PDA's:

A new handheld device – the EDA – will be launched in 2007. This has been designed in the UK specifically for schools, and will be supported by a mobile learning website. There is also the Ultra Mobile PC Devices (UMPC) available e.g. Origami

For more information on handheld devices please visit: www.handheldlearning.co.uk

Handheld Computers (PDA's) in schools – www.becta.org.uk/page_documents/research/handhelds.pdf

Learning2Go- Project – wgfl.wolverhampton.gov.uk/PDASite/index.html

Security and Data Protection

- Ensure all ICT equipment is security marked, preferably with the school's postcode in permanent marker.
- Maintain an asset register of equipment, with location, date of acquisition, serial numbers and replacement value.
- Any portable ICT equipment should be locked away or secured in an alarmed room.
- 'Orange' projectors are now available. These are only made for educational institutions. The colour deters burglars.
- Ensure the school network is backed up regularly. (EIS offer a service and can back them up automatically)
- Keep copies of passwords in a secure place (e.g.

the school safe)

- Check that your current insurance policy covers your school needs, especially when embarking on large investments of ICT equipment.
- Ensure computers have virus protection and regular updates are carried out.
- Ensure that there is adequate security for wireless.

Software Licences

- Keep all software licenses together in one place in case the school is audited. Maintain a list of site licenses so that any new machines can automatically have this software added to them without any concerns.

Websites

- Schools using KCN are entitled to their own website space.
- EISite is an option to manage your school website. This is freely available to KCN users.
- The school should have clear guidelines and parental agreement on showing photographs of pupils.
- The website should be easily accessible for the headteacher or member of SMT to make immediate changes.
- Ensure time is dedicated to maintaining the website to keep it up to date.

Benefits of websites

- Communicate with parents
- Share the school prospectus and term dates etc
- To celebrate pupils successes.
- Raise the profile and promote your school.

Whole School Admin and Curriculum Access

Pros

Teachers access to pupil data (target setting, contact details, reports, IEP's, Sat levels)

Central library of school documents, policies and access to the curriculum

Access to subject budget allocation

Inter school messaging

Access to school diaries and calendars.

Cons

Security issues

Staff will need training on MIS system

Confidentiality

Glossary of terms and useful terminology

Adware: software which automatically displays or downloads advertising material. Adware often takes the form of spyware, in which information about the user's activity is tracked, reported, and often re-sold, often without the knowledge or consent of the user. Of even greater concern is malware, which may interfere with the function of other software applications, in order to force users to visit a particular web site. EIS supplies the McAfee Active Virus Defense Suite at a discounted rate to schools. The suite contains protection against Spyware and Adware. It is most important that regular updates are installed.

Blogs: A weblog is a web-based publication consisting primarily of occasional articles, usually displayed with most recent first. Blogs often focus on a particular subject, such as food, politics, or local news. Some blogs function as online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. It is usually possible to post comments to a blog, enabling two-way communication between author and readership. See the Kent Teachers blog:

clusterweb.org.uk/cs/community/kent_teachers/default.aspx

Cookies: A cookie, is a parcel of text sent by a server to a web browser and then sent back unchanged by the browser each time it accesses that server. Cookies are used for authenticating, tracking, and maintaining specific information about users, such as preferences. (en.wikipedia.org/wiki/HTTP_cookie)

E-Portfolio: This is a collection of work which is electronic. Ideally it should be retained and moved with the pupil through the school. It is useful to set up users by their year of intake and then there is no need to move folders every year when they change classes.

Filtering software determines what content will be available on a particular machine or network, to protect children. There are two main types: those which operate banned lists of words and sites, and those which restrict access to approved sites only. Most search engines include filters. If using Google in school, ensure that strict filtering is on. No system is 100% safe and this should be borne in mind at all times. Primary pupils must always be supervised when using the Internet.

KCN: Kent Community Network. See: www.eiskent.co.uk?broadband

Learning Platform: A learning platform is not a single product, but a broad range of ICT systems to deliver and support learning. Users may access personalised content and applications by means of a single sign-on. Teachers may use the learning platform to share planning and lesson content, and select tools and resources for groups and individuals. The single-sign-on enables secure access from home, or anywhere with a broadband Internet connection.

SLICT: is the abbreviation for Strategic Leadership in ICT.

Skype: Having downloaded the free software and registered a user name, you may speak to other Skype users for free, over your broadband Internet connection. Microphone and speakers, or an inexpensive headset, are required. Skype also has paid services allowing users to call traditional telephone numbers (SkypeOut), receive calls from traditional phones (SkypeIn), and receive voicemail messages. www.skype.com

Trojan: A Trojan is a malicious program that is disguised as or embedded within legitimate software. The term is derived from the classical myth of the Trojan Horse. There are two common types of Trojan. One is otherwise useful software that has been corrupted by a cracker inserting malicious code that executes while the program is used. Examples include various implementations of weather alerting programs, computer clock setting software, and peer to peer file sharing utilities. The other type is a standalone program that masquerades as something else, like a game or image file, in order to trick the user into actions needed to carry out the program's objectives. (en.wikipedia.org/wiki/Trojan_horse_%28computing%29)

Summary of useful contacts

Area of Responsibility Number	Name of Person	Email Address	Telephone
Authors	Dr Helen Smith	helen.smith@kent.gov.uk	07974 697487
	Andy Place	andy.place@kent.gov.uk	07917 848624
Digital Curriculum	Alan Day	alan.day@kent.gov.uk	01622 694344
Early Years Website	James Barrett	james.barrett@kent.gov.uk	07795 951458
EIS	Chris Shaw	chris.shaw@kent.gov.uk	01622 683708
	Help Desk	eis@kent.gov.uk	01622 672779
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