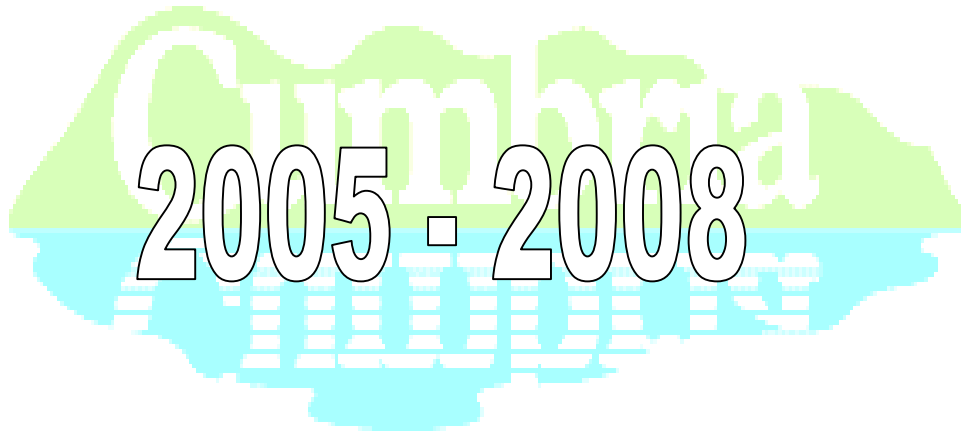


# Delivering a 21st Century ICT Strategy for Education



## Delivering a 21<sup>st</sup> Century ICT Strategy for Education

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## **Introduction**

Information Communications Technology (ICT) is important both as a tool to aid learning in schools and also for equipping young people with relevant skills for future employment and educational opportunities. In particular, children want to see greater access to ICT resources, especially Internet access, both in the school day and as part of after-school activities. Greater emphasis is also needed on staff and management use of ICT in schools in order to streamline communication, reporting and data collection with the Education Department and other bodies and also to open up new methods of teaching and learning.

### *Infrastructure*

The CLEO Broadband Network links most schools to one another, to the Education Department, to the regional broadband consortium and to the Internet. It provides these schools with reliable, high-speed access to educational resources. It is a high priority to extend this access to all schools by the end of 2005. All schools have email accounts for their staff and these are increasingly being used for communication between schools and the Education Department.

### *Curriculum*

The LEA provides good quality guidance and targeted support on the use of ICT to enhance teaching and learning in primary and secondary schools through the Primary National Strategy and Secondary Strategy consultants, and the ICT Advisory Teachers.

### *Management Information Systems*

The Performance Review and Information Management team (PRIM) supports the use of MIS systems in schools and is working to ensure that data can be transferred quickly and easily between school and LEA information management systems.



## **Our ICT Vision**

- An education workforce that is skilled in teaching ICT as a subject and in making the very best use of ICT to enhance learning and teaching in all subjects.
- Effective use of ICT to transform the way pupils and adults learn by enabling access to a rich blend of learning experiences beyond the boundaries of their school or adult education centre.
- A reliable, high-speed network which links schools to one another and to a wide range of high quality resources for teaching and learning.
- Sufficient high quality ICT resources in every school being fully utilised by staff and students.
- Effective use of ICT as a management tool in schools and the Education Directorate.
- A county-wide virtual learning environment which allows all learners to access content and courses regardless of physical location.
- A nationally recognised ICT qualification for all 16-year-olds by August 2006.
- An environment where innovation is encouraged and monitored and where best practice is shared effectively.



## Delivering a 21<sup>st</sup> Century ICT Strategy for Education

### Focus 1 - Vision, Strategy and Management

#### Preface

The vision as described in the Education Service Plan forms the basis of the overall vision for the use of ICT in the LEA and school.

“The best for every child;  
Commitment to every learner;  
Inspiration for all.”

- The LEA has been at the forefront of ICT initiatives for many years including the 1995 Government pilot project “Superhighways for Education – The Way forward” which was a precursor to the National Grid for Learning launch (1997).
- The LEA has been a lead partner in the County Council’s ICT delivery plans across schools and communities.
- The LEA’s use of ICT in raising standards was used as a case study in a publication and CD produced by the Improvement & Development Agency, part of the E-Government department (2003).
- The LEA ensures that the Corporate ICT Plan is fully informed of the aims and objectives the education sector is required to meet.
- The ICT Strategy group has worked to develop a vision for the use of ICT in Cumbria.
- The vision incorporates national and local priorities and developments.
- A Corporate business release manager is in place who has responsibility for supporting the ICT business requirements of the education directorate
- Regular liaison with the corporate business manager takes place.
- Strategies and visions are shared with schools at both management and classroom practitioner level and school administration level as part of the planning and evaluation cycles.
- The LEA was awarded Pathfinder status within the NGFL roll-out and so joined with Lancashire to implement a Broadband infrastructure for the two LEA’s.

## Delivering a 21<sup>st</sup> Century ICT Strategy for Education

### **Focus 1: Vision, Strategy and Management**

**Purpose:-** To explore how the LEA generates a clear, shared vision for ICT and an ICT Strategy implemented through an agreed plan.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
1a. National priorities	The LEA has a current and relevant vision and strategy for ICT which integrate national priorities, including e-government and children's services	<ul style="list-style-type: none"> <li>Produce a vision statement for ICT in Cumbria that incorporates National priorities and links to all children's services</li> </ul>	Spring Term 2005	CS, ICT Strategy Group	ICT Strategy Group check at first meeting of Summer Term 2005 that ICT strategy and vision are in place
1b. Local vision and strategy	The ICT vision and strategy clearly address some of the Authority's aims and priorities	<ul style="list-style-type: none"> <li>Make explicit the role of the ICT vision in informing the action plan</li> <li>Ensure corporate strategy incorporates understanding of IMS, Curriculum ICT etc</li> </ul>	Spring Term 2005	CS, JS	JS to check that plan addresses LEA priorities
1c. Corporate strategy for ICT	There are explicit links between the corporate and LEA strategy for ICT	<ul style="list-style-type: none"> <li>Set up meeting with corporate ICT manager to establish links between strategies</li> <li>Circulate corporate strategy for team perusal.</li> </ul>	Spring Term 2005	CS, SS, DB	DB to check final plan links with corporate strategy
1d. Schools	Schools and other educational providers are full partners in the formation of the LEA's ICT vision and strategy, which reflect innovative practice from schools within and beyond the LEA	<ul style="list-style-type: none"> <li>Ensure that information at the ICT Strategy Group is fed back to interest groups by representatives</li> <li>Review terms of reference of ICT strategy group</li> <li>Raise status of co-ordinator meetings</li> <li>Use conference in March to share our vision of strategy</li> <li>Put ICT strategy document on portal for two weeks prior to conference and ask for feedback from schools</li> <li>Invite schools to be involved in consultation of the ICT vision and strategy</li> <li>Put ICT vision on the agenda for CASH and PHA</li> </ul>	Spring Term 2005	ICT Strategy Group, ICT Development Group, schools	ICT Strategy Group to check schools' input in final plan

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
1e. LEA plans and initiatives	Priorities for ICT are identified by consultation taking into account community and lifelong learning, schools' requirements, Ofsted framework, DfES guidance, children's services and best value initiatives	<ul style="list-style-type: none"> <li>Meet regularly with SLT representing all agencies in the Local Authority to share ICT strategy.</li> </ul>	Ongoing to April 2008	CS SLT	CS to monitor plan and update the plan after each meeting
1f. Managing the ICT plan	The plan incorporates clear and achievable targets. Success criteria are qualitative, quantitative and developmental. The plan is detailed and balanced, covering a range of activities supporting the delivery of the ICT strategy.	<ul style="list-style-type: none"> <li>Carry out self evaluation</li> <li>Set SMART targets</li> <li>Complete action plan</li> </ul>	Spring Term 2005	ICT Development Group	Final plan presented to council by May 2005
1g. Commitment to achieve the plan	Most schools and officers are aware of, and support, both the priorities set out in the ICT plan and the actions required to implement it, including their own responsibilities.	<ul style="list-style-type: none"> <li>Promote ICT Strategy plan and ensure schools know about it</li> <li>Communicate the plan to all officers and members</li> <li>Ensure all officers understand their role within the plan</li> <li>Communicate plan to schools to schools forum and other interest groups</li> <li>Ensure plan goes through process of getting approval/understanding from corporate management groups</li> <li>Get plan approved by officers and members</li> </ul>	Ongoing to April 2008	All relevant officers	LEA officer visits to schools will show ICT vision becoming embedded in practice
1h. Monitoring the plan and it's targets	The LEA regularly monitors the plan, its delivery and resource allocation and reports on progress, taking appropriate steps to resolve issues	<ul style="list-style-type: none"> <li>Develop process for monitoring and reviewing the plan</li> <li>Build in cycle of review</li> </ul>	Ongoing to April 2008	CS, ICT Development Group	CS to hold regular reviews with all parties and produce reports on progress

## **Focus 2 - Learning and Teaching and Curriculum Leadership**

### **Preface**

- Meetings are held with primary ICT Co-ordinators to offer support and guidance in the effective use of ICT.
- Meetings are held with secondary ICT Co-ordinators to offer support and guidance in the effective use of ICT
- Members of the ICT Development Group attend meetings and training for other subject leaders where they deliver input, in conjunction with the subject SIO, to offer guidance relating to the use of ICT within that subject
- Regular contact is maintained with subject leaders through the ICT Newsletter which offers support and guidance on a wide range of ICT issues relevant to its application in schools
- Regular email contact is maintained with secondary subject leaders offering support and guidance as required
- The LEA's CPD programme offers courses relating to the use of ICT in schools where support and guidance is given. Some of these courses are aimed at subject leaders
- Good practice is disseminated through regular seminars and conferences which bring together subject leaders across the county
- Information about new national initiatives are disseminated on training days and at all opportunities
  - Courses are offered with relate to the use of ICT in a range of subjects
  - LEA staff take every opportunity to avail themselves of information about new initiatives and developments
  - LEA staff share with the schools the information about new initiatives and developments
  - The LEA invites and encourages schools to take part in national initiatives and developments (e.g. Cockermonth School and the Digital Video initiative with BECTA, Primary Interactive Whiteboard Project)
  - Secondary Schools are informed and encouraged to take part in national initiative relating to the use of ICT across the Curriculum (ICTAC)
  - The direction required of support and guidance is indicated by responses to audits such as that given out at the Primary Embedding Conference, which gave schools the opportunity to identify those areas in which they would like support.

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### **Focus 2: Learning and Teaching and Curriculum Leadership**

**Purpose:-** Identify how the LEA implements support and guidance relating to its strategic plan.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
2a. Support and guidance for subject leaders	Support and guidance are targeted at all subject leaders to use ICT effectively. The LEA is making full use of national strategies to support this. The effectiveness of this support is monitored and its impact evaluated.	<ul style="list-style-type: none"> <li>• Make schools more aware of HoS funding and how it can be spent</li> <li>• Make secondary schools more aware of ICTAC and encourage them to take it on board</li> <li>• Set up evaluation tools for our support</li> <li>• Encourage subject leaders to take responsibility for ICT in their subject</li> </ul>	Ongoing to April 2006	PNS/SNS Consultants , ICT ATs	Monitor number of schools buying into HOS packages. Headteachers and curriculum leaders see ICT become embedded.
2b. Support for learning and teaching of ICT as a subject	Targeting of support is linked to LEA mechanism for school categorisation, which in turn informs the nature and extent of support provided.	<ul style="list-style-type: none"> <li>• Provide INSET to develop consistency in SIO's view of ICT</li> <li>• Focus SIO's link visits on ICT</li> <li>• Encourage further use of Certification Scheme</li> <li>• Hold termly KS3/4 ICT subject leader meetings</li> </ul>	Build ICT into Autumn '05 link visits	CS, SIOs, ICT AT's, SNS Consultants	SIO's monitor current practice and feedback to CS.
2c. Support for embedding ICT into learning and teaching	The LEA is providing the support structures to enable schools to reflect on and develop their practice. LEA support services reflect the embedding agenda.	<ul style="list-style-type: none"> <li>• Review HoS project</li> <li>• Provide training for SIOs to raise expectations of what they see happening in schools</li> <li>• LEA to monitor the use of the ICT budget in schools</li> <li>• Push ICTAC in secondary schools</li> </ul>	Summer Term '05	CS, SIT, Secondary consultants	Feedback from SIO visits. KS3 consultants monitor take-up of ICTAC.
2d. Support for transformation of learning and teaching	LEA plans and support contain innovative elements to help schools transform teaching and learning based on evaluation of need.	<ul style="list-style-type: none"> <li>• Build innovation into EDP</li> <li>• Spread good practice from specific LEA projects (e.g. IWB Project)</li> <li>• Develop good practice register for all schools to access</li> </ul>	Spring / Summer '05	CS, NC, IWB consultants	Monitor schools using Good Practice Register. CS to evaluate IWB Expansion Project.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
2e. Support for assessment of ICT across the curriculum	Arrangements for leveling and moderation of pupils work include cross phase dialogue, resulting in effective transfer across key stages.	<ul style="list-style-type: none"> <li>• Encourage schools to join certification scheme</li> <li>• Increase dialogue between primary and secondary</li> <li>• Check pupils at KS4 not on taught ICT course – how is capability assessed</li> </ul>	Winter '05	ICT AT's Secondary consultants	AT's to monitor take-up of Certification.
2f. Structures for dissemination of effective practice and peer support	The LEA ensures that dissemination of effective practice takes place, and fosters peer support.	<ul style="list-style-type: none"> <li>• Establish learning networks to encourage peer support</li> <li>• Develop good practice register available online</li> <li>• Identify opportunities to show good practice</li> <li>• Promote ICT as a tool for collaboration in line with DfES e-learning strategy priority 3.</li> </ul>	Have register in place by start of Winter '05	PNS consultants, SIT	Monitor schools using Good Practice Register. PNS consultants to monitor ICT in Learning Networks.
2g. Using ICT to enable all learners	The LEA takes a proactive multi-agency approach to promote inclusion and success for all.	<ul style="list-style-type: none"> <li>• Quantify what happens now and link to other strategies</li> <li>• Check progress of DfES E-learning strategy priority 2 promoting access and online support for all learners</li> </ul>	Spring '07	CS, IK, Inclusion Team	Check all students have access to their online e-portfolio.
2h. Monitoring the impact on standards	The LEA has devised effective mechanisms for reviewing and monitoring the impact on standards.	<ul style="list-style-type: none"> <li>• Evaluate monitoring systems available</li> <li>• Evaluate models used by other LEAs</li> <li>• Set up mechanisms to monitor the impact on standards</li> </ul>	Have systems in place by end of Spring '07	CS, SIT	Headteachers feedback on systems put in place by LEA.

### **Focus 3 - Information Strategy and School Management**

#### **Preface**

The LEA has -:

- Implemented a secure web based School Portal (SP) system for communications/data & information transfer between the LEA and schools.
- Carried out a training audit.
- Implemented a central LEA Management Information System.
- Introduced electronic transfer between school management information systems and the LEA.
- School Profiles distributed to schools via Portal and these are available on internal systems for officers.
- Placed a great deal of information on the County Council's Education web site.
- Developed an Intranet for Education staff use.
- Made presentations to groups of school administration staff on IMS/E-Government/Freedom of Information & Data Protection Acts.
- Trained school administration staff in the use of the School Portal (SP).
- Developed a "Returns to LEA" route through the SP for schools sending data/information to LEA departments.
- Trained LEA staff on the use of EMS

#### **Focus 3 is designed to deliver a MIS which:**

- Provides a service based on the needs of schools
- Integrates cross-functional unit processes to support the service
- Has an organisational structure; roles and responsibilities to support the processes
- Uses a robust technical solution to support the new service.
- Includes a communications, training and delivery programme to make it happen.

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### **Focus 3: Information Strategy and School Management**

**Purpose:-** To respond to the need to improve the way that management information about schools, teachers, and their pupils is defined, processed and used as part of raising standards. To help school management get the best from their data and ICT systems whilst liaising with other agencies involved in overall provision of children's services.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
3a. Support for Information Management	Data transactions are routinely exchanged between schools and the LEA through e-communications linked to efficient data management systems. The interpreted data is used to make the LEA and schools more effective	<ul style="list-style-type: none"> <li>Develop systems for regular automatic data collection from schools</li> <li>Look at the impact of the data the LEA provides to schools.</li> </ul>	Spring 2006	PRIM Unit	ICT Strategy Group  School management teams  Headteacher meetings
3b. Information Sharing and Assessment of risk (ISA)	The LEA has effective cross-agency partnerships underway which meet the requirements of ISA	<ul style="list-style-type: none"> <li>Work with the Corporate ISA working group to ensure the LEA's role is understood and incorporated in the various policy documents.</li> <li>Help schools understand their role in data collection and dissemination.</li> </ul>	Autumn 2005	PRIM Unit	Children's Service Stream for ISA to monitor
3c. Support for School Leadership and Management	The LEA has in place models that help and guide school management in developing their ICT plans, policies and vision.	<ul style="list-style-type: none"> <li>Review what support material currently exists and identify any gaps.</li> <li>Produce a reference pack encompassing these materials.</li> <li>Raise profile of ICT in the induction of new heads programme.</li> <li>Promote the SLICT programme as a way of delivering DfES e-learning strategy priority 5.</li> </ul>	2005-2008	ICT development Group, NCSL	ICT Strategy Group  School management teams  ICT Co-ordinators

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
3d. Workforce Reform	The LEA has a full understanding of remodeling issues and is encouraging schools to use ICT to address them where appropriate.	<ul style="list-style-type: none"> <li>To provide a co-ordinated e-based system for providing and tracking CPD thus supporting development</li> </ul>	Summer 2005	WFD Team PRIM School Management	School Management SMT CASH/PHA feedback
3e. Workload Management and the new Relationship	The LEA and schools are using ICT in innovative ways to best apply the workload management strategies.	<ul style="list-style-type: none"> <li>Toolkits are provided to enable change programme including Cumbrian case studies.</li> <li>To provide an e-based system for recruitment and employment of staff.</li> </ul>	Summer 2005	WFD Team PRIM School Management	School Management SMT CASH/PHA feedback
3f. Monitoring of Information Management Strategy Implementation	The LEA and schools jointly monitor the IMS, ISA and Workforce reforms objectives through working parties.	<ul style="list-style-type: none"> <li>The LEA works to ensure that its partnership agencies have a clear policy understanding on information sharing</li> </ul>	Summer 2005	WFD Team PRIM School Management	Gatekeeping Group  ICT Strategy Group

### Focus 4 - CPD – Competence, Confidence and Capability

#### Preface

In response to the government initiatives to increase the confidence and competence of teachers using ICT in the classroom and for professional use, we have worked to identify the needs of teachers and offer training that meets those identified needs.

In particular we have:-

- Conducted a survey of the training needs at Foundation Stage, Key Stage 1 and Key stage 2.
- Conducted a training audit for LEA admin staff
- Devised and delivered training courses in response to those needs
- Held conferences to promote use of ICT in all subject areas
- Provided Interactive Whiteboard training for Primary Schools
- Worked with CLEO to obtain Espresso for the primary schools and pupil referral units
- Delivered training in the use of Espresso in the primary classroom
- Identified a need for ICT Co-ordinator training
- Worked with Nottingham Trent University and NAACE to offer an appropriate course which leads to a recognised qualification
- Delivered and assessed the ICT Co-ordinator course on behalf of Nottingham Trent University.
- Devised and delivered training courses based on different year groups and their appropriate use of ICT.
- Delivered ICT courses through the Cumbria CPD programme
- Devised and delivered training in the effective use of the laptops obtained through the Laptops for Teachers Scheme
- Delivered KS3 training for specialist and non-specialist staff
- Completed the NOF training programme for primary and secondary schools
- Met with WFD team to hold preliminary talks about the nature of training
- Worked with individual schools to produce audits of ICT usage for their internal use
- Worked with the LIN (Local Inset Network) to deliver awareness courses relating to E-government to schools' admin staff
- Devised and delivered portal training to LEA staff
- Devised and delivered training in usage of MS Word specific to LEA admin staff
- Met with BECTA to review technical training given to schools
- Worked with individual schools/teachers to provide on-site training to meet their identified needs
- Supported ICT aspects of schools in special measures and challenging circumstances

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### **Focus 4: CPD – Competence, Confidence and Capability**

**Purpose:-** This category examines the implementation of the strategic aims through awareness of staff development needs and targeting ICT training provision

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
4a. Analysis of School Needs	Individual needs are accurately identified. Professional development is provided that is high quality, progressive, accredited and available through a range of media.	<ul style="list-style-type: none"> <li>Gather information from the Primary Embedding ICT Conference regarding primary school training needs</li> <li>Encourage schools to conduct audit of teaching and non-teaching staff needs using HOS matrix</li> <li>Ensure CPD programmes are tailored to requirements</li> <li>Make all schools aware of the Work Smarter Not Harder DfES publication</li> </ul>	Summer 2005	ICT Development Group CCPD LIN co-ordinators	Monitor training evaluations SIO's and Heads see impact of training in classrooms
4b. Analysis of LEA Staff Needs	The ICT training needs of all staff is met consistently and is relevant to job roles. A programme of training opportunities is signposted by the LEA to staff following evaluation. There are effective induction processes for new staff, which ensure that ICT competences are developed as quickly as possible. The review of professional development requirements is systematic and effective.	<ul style="list-style-type: none"> <li>Set up induction process for new SIOs and consultants</li> <li>Induction process includes ICT competences</li> <li>Appraisal cycle used to build service/directorate training plans</li> </ul>	05-08	ICT Development Group, SSIO's, PRIM	All department SO's to monitor induction and CPD of staff.
4c. Focus of ICT training including workforce reform	The LEA works with the WFD team to ensure that ICT is part of the remodelling agenda. The training offered by the LEA takes account of both local and national requirements.	<ul style="list-style-type: none"> <li>Formalise the range of training opportunities on offer across the county/LEA</li> <li>Make better use of ICT systems to analyse future professional development needs</li> <li>Compare professional development opportunities available with identified needs</li> </ul>	Autumn 2005	ICT Development Group WFD	Monitor course evaluations and feedback from schools

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
	The range of training available meets the needs of individuals involved.				
4d. Recruitment and Retention	ITT and CPD programmes are emphasised consistently by the LEA. The LEA contributes to the development of ITT and CPD programmes. The development of ICT and the benefits to the workforce are part of the LEA strategic plan (EDP/CYPP).	<ul style="list-style-type: none"> <li>• Establish links between ITT providers and LEA</li> <li>• Ensure that ICT is embedded into the appropriate CPD programmes</li> <li>• Ensure that progression routes are available for non-teaching staff and that these include the appropriate use of ICT</li> <li>• Develop the use of ICT for delivering training to schools in line with DfES e-learning Strategy priority 4</li> </ul>	Ongoing	ICT Development Group CCPD SIT  LIN co-ordinators	Monitor CCPD programme to ensure balance of ICT input
4e. Monitoring the take up, satisfaction and after course action	The range of training and professional development clearly has an impact on standards.	<ul style="list-style-type: none"> <li>• Use ICT to evaluate feedback from the different CPD opportunities</li> <li>• Implement an ICT based system to record training opportunities, attendees and evaluations of training</li> <li>• Monitor the effect of training on standards through SIO visits</li> <li>• Ensure the question "what are you going to do following this course ....?" Is asked</li> <li>• Provide support for SDO's in schools</li> </ul>	Ongoing	ICT Development Group CCPD LIN co-ordinators	SIO's link visits used to monitor impact of training on standards.

### Focus 5 - Resources, Infrastructure and Services

#### Preface

- Cumbria LEA has enthusiastically pursued the pupil:computer ratio since NGFL targets were first intimated. The ratio is now equal to or better than national targets.
- Community access to school ICT facilities has been very successful in Cumbria. Schools have been asked to address this access in their ICT development planning, access which could range from short periods after school to as much day and night time access as possible.
- CREDITS project (Community REgeneration Development of IT Skills) has helped many Cumbrian Primary schools give excellent community access to ICT facilities. This multi-million pound project between the County Council and many partners from both the private and public sectors enabled participating schools to become Community Development Centres (CDC).
- The ICT team monitor OFSTED reports to identify any schools where ICT is cause for concern. These schools are then visited and an agreed programme of support drawn up which includes both infrastructure and curriculum recommendations.
- A bespoke software deal for primary schools, “The Cumbrian Toolkit”, gives a set of software capable of minimally covering the ICT schemes of work. This and other evaluated software have training courses designed around them.
- Web resources are evaluated and recommended to schools including resources produced in-house and made available on the CLEO web site. The CLEO Broadband project has provided cache boxes to schools which combined with the Espresso multi-media resource library offers vast curriculum supporting content.
- The CLEO (Cumbria & Lancashire Education OnLine) Broadband Consortium is a regional LEA partnership delivering:
  - collaborative activity across the two counties;
  - cost effective infrastructure to offer broadband to all schools;
  - expansion of a program for the development and delivery of multimedia content;
  - rigorous evaluation to enhance value and influence INSET;
  - appropriate pedagogic practice in line with unfolding resource access.

224 Cumbrian schools now have CLEO installed as of December 2004. This translates as 65% of schools. This leaves 123 schools to be connected. The DfES requirement is that all schools must be connected by 2006, CLEO are hopeful that all schools should be done by the end of 2005

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### **Focus 5: Resources, Infrastructure and Services**

**Purpose:-** This category identifies how the LEA implements its resources, infrastructure and services relating to its strategic plan. It details the different areas of infrastructure and resources, which an LEA may be responsible for. ICT infrastructure and resources in this case is taken to include all hardware, software and networks and connections inside and outside the school, however the responsibilities for them will vary from LEA to LEA, depending on service level agreements between schools, the LEA and third party providers.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
5a. Infrastructure and resources strategy	The LEA's policy for ICT infrastructure takes account of the ever changing nature of ICT resources. Community access to school ICT resources continues to grow. All schools minimally meet the pupil to computer ratio and use ICT effectively in the classroom. Schools causing concern are targeted by ICT support staff re more advice and help.	<ul style="list-style-type: none"> <li>To continue with the existing policy of being aware of National trends and the needs of in-County partnerships as regards emerging ICT technologies.</li> <li>Encourage schools to plan, medium and long term, for ICT provision in their school development plans.</li> <li>Support schools in their efforts to provide community access through identifying funding streams.</li> <li>Continue identifying and supporting (human resources) those schools where ICT gives rise to concerns.</li> </ul>	Ongoing	LEA ICT Development Group  Corporate ICT Group	ICT Development Group to monitor Ofsted Reports and schools ICT Development plans to check schools are meeting the changing nature of ICT.
5b. Support for school Management systems	The LEA supports School Management across the whole field of IMS and E-Government targets (see focus 3)	<ul style="list-style-type: none"> <li>See Focus 3</li> </ul>	05-08	See Focus 3	See Focus 3

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
5c. Technical support guidance	The LEA works with schools, suppliers and BECTA to find the best solutions for all the differing schools needs.	<ul style="list-style-type: none"> <li>To complete the review of Technical Support for schools</li> <li>To work with BECTA and their specialist team supporting LEA's and schools on the whole Technical Support issue.</li> <li>To arrange training for technicians, ICT Co-ordinators, LEA staff etc. as identified and offered by BECTA</li> <li>Through meetings/seminars, disseminate good practice and models to schools and offer on-going support and advice.</li> </ul>	Spring 05  2005-2006	ICT Development Group, BECTA	Headteachers to monitor performance of TSP's in line with BECTA guidelines.
5d. Procurement	The LEA has agreements in place for best value deals to schools from a short list of suppliers. Schools "new technology" needs are responded to.	<ul style="list-style-type: none"> <li>To continue and develop relationships with suppliers regarding best value purchases across all existing and new infrastructure/hardware. This includes bespoke solutions.</li> <li>Promote a common digital infrastructure indicated in DfES e-learning Strategy priority 6.</li> </ul>	05-08	PRIM	PRIM to monitor school's infrastructure to promote consistency and best value for money.
5e. Support for software, curriculum content evaluation, acquisition and development	Software for schools use is secured either through best buy or bespoke routes. The content and evaluation issues are thoroughly tried and tested to meet ICT schemes of work suitability. Both the LEA and national aspirations towards appropriate software use are continually developed.	<ul style="list-style-type: none"> <li>Set up "One-stop-shop" website for schools to take advantage of LEA discount.</li> </ul>	Summer 2005	ICT Development Group	Monitor use of website to check schools are getting appropriate software at best value prices.
5f. Asset management planning	Schools are encouraged to think about future ICT needs across the school in the design of any new build or the extension/alterations to present classrooms.	<ul style="list-style-type: none"> <li>To work with partners in the County Council and DfES "Building Schools for the Future" project regarding advice to schools on new builds and refurbishments where ICT requirements need planning.</li> <li>Establish a standard specification for a typical classroom.</li> </ul>	05-08	ICT Development Group  Client Services & Property Unit	Monitor all new builds and extensions to make sure they are equipped for new technology.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
5g. Sustainability including environmental disposal	The LEA keeps abreast of all funding opportunities either established or new and works with schools to take full advantage of any such monies. The LEA gives best advice on disposal/recycling of old equipment in liaison with partner agencies.	<ul style="list-style-type: none"> <li>To continue to be aware of all funding streams and how schools could qualify.</li> <li>To work with partners in the County Council regarding advice on disposal/recycling of old equipment</li> </ul>	05-08	LEA ICT Development Group	Monitor use of disposal/recycling scheme.
5h. Security	The LEA promotes virus protection procedures through a combination of advice and the purchase of software to protect the Broadband infrastructure. The LEA gives best advice on physical security through partner agencies.	<ul style="list-style-type: none"> <li>To continue to offer solutions that protect the whole Cumbrian infrastructure.</li> <li>To continue to advise schools on their particular ICT security issues.</li> <li>To work with partners and give schools advice on physical security issues.</li> </ul>	05-08	LEA ICT Development Group PRIM	CLEO to monitor Sophos antivirus system to make sure it is best solution.
5i. Technical Innovation	Infrastructure policies enable schools and the LEA to undertake innovative ICT practices and projects both within the County and Nationally.	<ul style="list-style-type: none"> <li>To continue piloting and exploring any new technology which it is thought can enhance classroom practice, e.g. Interactive Plasma Screens</li> <li>To continue piloting and exploring any new technology which it is thought can aid administrative and communications tasks between the LEA/Schools/DfES/Other agencies and authorities</li> </ul>	Summer 2005 – Spring 2006	LEA ICT Development Group ICT AT's	Monitor reports from schools piloting equipment and feedback to all schools.

## **Focus 6 - Evaluating the Implementation and the Impact on Standards**

### **Preface**

- NOF training within the county was evaluated constantly by both the project team and Teacher Training Agency – the results of those evaluations inform the ICT Development Plan
- Indicators are provided by the outcomes of the primary certification scheme which measures achievement at key stages 1 and 2.
- Discussions at ICT Co-ordinator meetings provide feedback regarding the success of the plan
- Ofsted reports are monitored to gauge the impact of ICT on standards and performance
- The LEA is part of the national IWB project and as such evaluation takes place at every training session. The results of this are used by the LEA to inform developments and are also passed on to the national strategy
- The Secondary consultants within the LEA conduct training as part of the national strategy. This training is constantly evaluated and the outcomes of the evaluation shared by the LEA and the national strategy
- Where Cumbrian schools take part in national pilots e.g. BECTA the Use of Video Conferencing, these are evaluated using national frameworks and the outcomes shared between the schools, the LEA and the national organisation
- Intervention in schools to assist with their developments of ICT is recorded and shared by the ICT Development Group and the relevant School Improvement Officers. Minutes of the ICT Development Group and School reports form the basis of this record
- The implementation of infrastructure such as broadband is monitored against national targets at Regional Broadband meetings and the results shared with the LEA and schools
- Projects undertaken to enhance the use of ICT (e.g. the installation of the cache boxes and Espresso, the use of digital resources) are monitored against pre-set targets for successful implementation and completion
- E-Government requirements within IMS are monitored against national targets
- Progress towards the electronic collection and analysis of data is monitored and evaluated in line with national requirements
- The use of ICT by admin staff in both the LEA and the schools is monitored and evaluated to ensure that progress is being made in line with national targets
- ICT developments are monitored in line with the LEA Educational Development Plan

## Delivering a 21<sup>st</sup> Century ICT Strategy for Education

### **Focus 6:** Evaluating the implementation and evaluation of the impact on standards

**Purpose:** - This category considers whether the LEA is basing ICT strategies and plans on evidence of what improves learning and teaching and raises standards.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
6a. Evaluation by the LEA of their strategic plan	The LEA is aware of all ICT national targets and performance indicators and re-tailors the plan where appropriate. The LEA plan is measured against national targets and found to be appropriate The LEA plan is measured against similar plans from comparable LEAs and found to be appropriate Improvements to the LEA plan take into account national and local priorities	<ul style="list-style-type: none"> <li>• ICT Development group establishes evaluation criteria</li> <li>• ICT Development Group considers national and local targets to incorporate them in the evaluation</li> <li>• Targets are tailored to meet the requirements of the LEA plan in line with national and local needs</li> <li>• Procedures for measuring the LEA plan against similar plans are established</li> <li>• Feedback from evaluation is shared between partners</li> <li>• Improvements to the LEA plan are identified.</li> </ul>	05-08	ICT Development Group	ICT Strategy Group to monitor evaluations made against the Strategy Plan and amend as necessary.
6b. Evaluation by schools	The LEA plan is drawn up with the help of schools. ICT in the school development plan is informed by the LEA plan. Evaluation is conducted as a joint exercise by the LEA and the schools Priorities are exchanged effectively between the LEA and the schools	<ul style="list-style-type: none"> <li>• The ICT Development Group asks a group of schools to work with them to evaluate the effectiveness of ICT and the ICT plan</li> <li>• Schools are encouraged to evaluate the role of ICT within their School Development Plan</li> <li>• All partners are aware of the evaluation findings of their own and other partners' plans</li> </ul>	Spring 2006	ICT Co-ordinators School Senior Management ICT Advisory Teachers and consultants ICT Development Group	Headteachers to evaluate the impact of the plan in schools. ICT Strategy group to feed results of consultations back into plan.

Aspect	Targets/ success criteria	Action points	Time scale	Persons involved	Monitoring and evaluation
6c. Evaluating impact of ICT on standards	There is evidence of the LEA and schools working together to evaluate ICT and the resulting effects on standards and performance in schools. Indicators are in place which measure effective use of ICT in all schools	<ul style="list-style-type: none"> <li>• Data is exchanged between the LEA and schools</li> <li>• Minutes are kept of meetings where evaluation is considered (see 6b) and undertaken</li> <li>• A record is kept of findings which indicate the effect of the ICT plan on standards and performance in schools</li> <li>• National standards are used to develop indicators to measure the effective use of ICT in all schools</li> <li>• Data relating to indicators is monitored, kept and distributed between the relevant partners</li> <li>• SIO's to evaluate the impact of ICT on Link visits</li> </ul>	Autumn 2006	ICT Co-ordinators. School Senior Management. ICT Advisory Teachers, consultants and the ICT Development Group	Headteachers Senior SIO's ICT Strategy Group

## **Appendices**

Amongst the outcomes, this strategy seeks to address and compliment the following plans and policies -:

### **DfES**

<http://www.teachernet.gov.uk/wholeschool/ictis/>

“The ICT in Schools Divisional mission is to help all children achieve their full potential by supporting every school to become a centre of excellence in the use of ICT for teaching and learning and for whole school improvement.

The ICT in Schools programme of investment is informed by the publication Fulfilling the Potential which sets out the strategic direction for schools' ICT.”

### **E-Strategy 'Harnessing Technology: Transforming learning and children's services'.**

<http://www.dfes.gov.uk/publications/e-strategy/index.shtml>

- transform teaching, learning and help to improve outcomes for children and young people, through shared ideas, more exciting lessons and online help for professionals;
- engage 'hard to reach' learners, with special needs support, more motivating ways of learning, and more choice about how and where to learn;
- build an open accessible system, with more information and services online for parents and carers, children, young people, adult learners and employers; and more cross-organisation collaboration to improve personalised support and choice
- achieve greater efficiency and effectiveness, with online research, access to shared ideas and lessons plans, improved systems and processes in children's services, shared procurement and easier administration.

### **E-Safety – Developing whole school policies to support effective practice.**

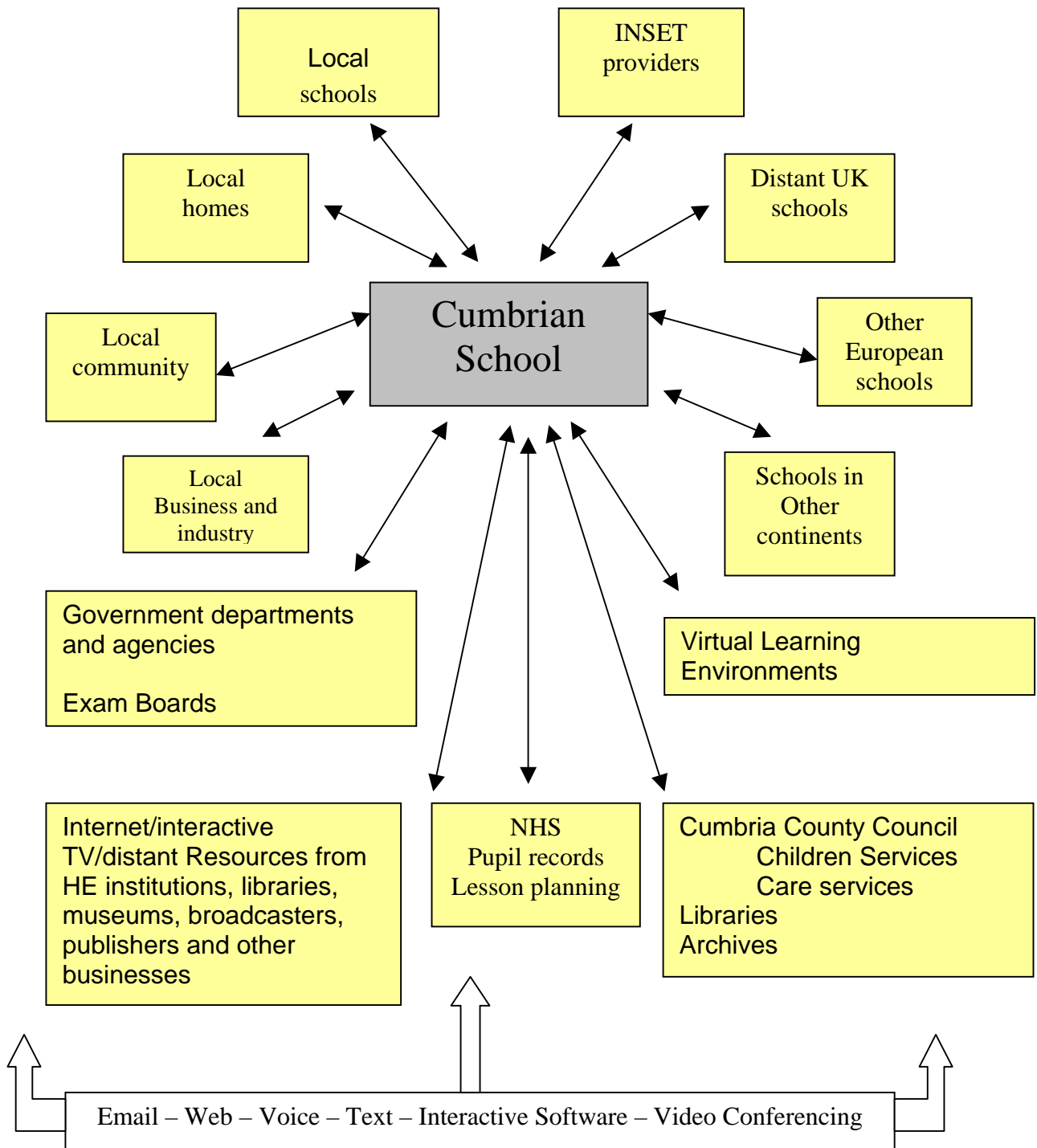
[http://www.becta.org.uk/corporate/publications/publications\\_detail.cfm?currentbrand=all&pubid=232&cart=](http://www.becta.org.uk/corporate/publications/publications_detail.cfm?currentbrand=all&pubid=232&cart=)

“The development and implementation of such strategies should involve all the stakeholders in a child’s education from the headteacher and governors to the senior management team and classroom teachers, support staff, parents, and the pupils themselves. This publication is intended to provide guidance for schools on developing appropriate policies and procedures to ensure safe use of the internet by the children and young people in their care. It outlines the risks, suggests a policy framework for schools, and gives an overview of the internet safety responsibilities of all the key stakeholders in a child’s education. It also provides practical strategies to follow should problems be encountered.”

### **Cumbria County Council**

There has been discussion with the Education Business Release Manager re the ICT Corporate Strategy. At the date of this strategy the ICT Corporate Strategy is being updated to take account of the recently implemented ICT partnership agreement with Agilisys.

# Networked School for the 21<sup>st</sup> Century



# Cumbria Schools ICT Ring Main

