



November 2005

ICT briefing note for Heads

Regarding: The development of a new ICT in Schools strategy for Bracknell Forest

The purposes of strategy are:

1. to support a strategic coherence to the way ICT is implemented across the borough, without constraining schools from following their own particular interests, using their own expertise and finding solutions that suit their individual contexts.
2. to support communication of the key priorities to all staff
3. to inspire staff with an engaging and challenging vision

Outline of the intended strategy:

At the core of the new strategy will be a pupil-centred vision, describing our ICT-related aspirations for our pupils. One way of summarising this vision that has been proposed is that we seek to educate pupils so that they become "effective, reflective and responsible users of ICT".

There are various currently available schemes that support schools in developing their strategic approach to ICT, principally NAACE Mark and the Becta self-evaluation matrices. These are being unified under the leadership of Becta and a new self-evaluation framework will be published in the Spring. If schools have developed sufficiently they can apply to be assessed for the new ICT Mark (similar to the NAACE Mark scheme and, in the first instance, administered by them).

The new ICT framework will cover these areas: leadership and vision, curriculum, learning and teaching, assessment, CPD, resources, impact on pupil outcomes, extended schools and continuity of learning. The new strategy will seek to address these areas.

The Government will be encouraging two key initiatives to support the continuing development of ICT in schools, this new ICT Mark and the SLICT strategic leadership programme for head teachers.

The initial work that has been done on a draft strategy has identified the following as being key issues.

1. Continuing to develop the strategic leadership of ICT (SLICT is still available at significantly subsidised rates, the level of subsidy may well reduce at the end of this year)
2. The implementation of a learning platform across the borough*



*Recent advice from Doug Brown (Head of Learning Technologies at the DfES) was to delay committing to any particular learning platform until Becta have published a specification for the core features that schools should be providing. This is due out around March 2006.

One idea floated at SEGfL was that it could use its representative size to forge a working relationship with one or more suppliers to develop their product(s) in line with what schools in the region want. The general feeling is that there is no one product currently on the market that “has all the answers”. Buying the correct product is only part of this issue. Deciding how best to implement a learning platform and doing so in a sustainable manner will also be crucial.

Other important areas identified are:

1. staff CPD
2. the development of suitable facilities for using ICT to support learning and teaching across the curriculum
3. the development of personalised learning
4. developing information literacy
5. developing creativity
6. developing effective whiteboard use
7. collaboration and communication
8. staying safe and healthy

ICT ambitions

The initial work on drafting an ICT in Schools strategy was based on the ICT in Schools Ambitions formulated by the ICT Advisory Group. These are:

- Headteachers and Governors to have a clear strategic vision for the development of ICT in their school, supported by the LA
- Teachers to be supported to provide high quality interactive teaching leading to improved standards and achievement
- Teachers to concentrate on learning and teaching and not on managing the technology
- Pupils to have access to world class learning technologies, from anywhere at anytime
- Schools to have communication tools that provide access to a wide range of resources, using systems that are reliable, robust, secure, flexible, integrated and future-proofed
- The LA to have reliable and robust communication tools to enable it to maintain and enhance the quality of support provided to schools