

Introduction

Information and Communication Technology in schools is everybody's responsibility. This pack is designed to help all schools manage Information and Communication Technology and thereby enhance the learning of all pupils. Each section is designed to guide the reader through a series of activities related to the management of ICT. It is assumed that the reader will be familiar with the Information and Communication Technology National Curriculum programmes of study.

This pack of materials is primarily intended for use by the ICT coordinator, whether newly appointed or experienced, and much of what it contains is equally useful for governors, headteachers and other teaching staff. It has relevance to all phases of education and is intended for use at the planning, implementation and evaluation stages of development.

Within the pack are numerous forms, checklists, *aide-mémoires* and opportunities for the reader to add information relevant to their school. It is intended to be used as an aid to planning, management, development and review of all issues relating to Information and Communication Technology.

The authors have made considerable efforts to ensure that the work is independent of the type of computers in use but is intended to focus on classroom activities, management issues and learning potentials.

The pack is presented via the following main sections:

- Understanding your school
- Models of delivery
- ICT policy
- The ICT development plan
- The school ICT committee
- Hardware and software
- Training
- Preparing for an OFSTED inspection
- Financial issues
- Future ICT developments.

Also included are appendices with useful additional forms, a glossary of ICT terms and a list of useful resources. An index to the forms in the pack is given at page 122.

Headteacher's discussion schedule

Question	Prompts	✓
1 Why was I appointed?	OFSTED (happened/coming)? ICT – a new priority? Previous coordinator? Other pressures?	
2 What would you like to see happen in the school with regards to ICT?	Vision? Pupils' entitlement? Training for society? Skills for the future?	
3 How far are you and/or the staff happy with the idea of ICT capability as defined in the National Curriculum?	Skills Knowledge Understanding Context Progression Entitlement Key Skill (OFSTED)	
4 What do you understand by the idea of ICT as a learning tool?	Context for use? Examples of use?	
5 How would you describe yourself as an ICT user?	Non-user? Expert? Novice?	
6 Does the school development plan include ICT? Is there a current ICT action plan? Who was involved in its creation?	If not, why not? If not, why not? School management team? Whole staff? Governors? Parents?	

A summary of the advantages and disadvantages of each model

Issue	Discrete	Cross-curricular
Resources	Need sufficient computers for class groups	Cluster of resources may be sufficient
Staff expertise	Only ICT coordinator and specialist staff need ICT knowledge	All staff need expertise to teach skills and develop capability
Assessment	Carried out in ICT lessons, easily recorded	Assessments need to be collated and brought together centrally
Reporting	Staff delivering course write report	All subjects involved have to provide information for the report
Continuity	Planned through lessons	Must be planned within subject context
Progression	Planned through subject, but context is limited	Needs to be planned but can give pupils wide variety of contexts
Problem solving	Restricted to largely within the ICT context	Range of problems can be offered in variety of scenarios
INSET	Can be limited to ICT staff	Need for ongoing whole staff expertise
Curriculum mapping	Can just be related to ICT course	Careful mapping of subjects needs to be carried out
Pupils' experience	Can be narrow and restricted	Wide range of contexts offered to pupils
Capability	Can be restricted as range of contexts is usually contrived	Can give pupils opportunity to demonstrate capability in range of contexts
Ownership	Only staff involved in the delivery of ICT feel they have any ownership of the subject	All staff feel involved and have a part to play Ownership is shared

Department checklist

Issue	Description	
Timetable	Showing when, where and by whom ICT is covered	<input type="checkbox"/>
Staffing	Staff lists, codes, responsibilities and deployment	<input type="checkbox"/>
Technical support	The range and extent of support. If none, then comment on how support is provided	<input type="checkbox"/>
Meeting cycles	Departmental meeting agendas and minutes	<input type="checkbox"/>
Accommodation	A description of those areas where ICT equipment is deployed	<input type="checkbox"/>
Subject organisation	A description of how the subject's delivery of ICT in each key stage fits in with the use of ICT across the whole curriculum	<input type="checkbox"/>
Time allocation	As a percentage of total curriculum time for each year group	<input type="checkbox"/>
Pupil groupings	Policy on how teaching groups are established	<input type="checkbox"/>
Liaison with primary/secondary/post-16	A record of instances of liaison and outcomes	<input type="checkbox"/>
Resources	A list of available resources including hardware and software	<input type="checkbox"/>
Visits to external institutions	A record of visits as part of the pupils' curricular or extra-curricular experiences. Links with local industry and organisations	<input type="checkbox"/>
Stock control	How are resources replenished?	<input type="checkbox"/>
INSET	An ongoing record of staff in-service training. A record of training provided to other staff	<input type="checkbox"/>
Teaching and learning strategies	A focus on appropriate teaching styles and required learning outcomes	<input type="checkbox"/>
Display	Comments on the purpose and value of display to exemplify, stimulate and encourage	<input type="checkbox"/>
Monitoring, evaluation and review	How and when will the policy be revised?	<input type="checkbox"/>

Financial issues

Why does your school need money for computers?

The need for ICT resources is ongoing. The national pupil to computer ratio continues to fall. The need for more and more modern resources imposes financial implications upon schools which need to be addressed and planned for. The National Curriculum identifies ICT as a subject in its own right, as an important cross-curricular skill, and indicates that all subjects should give pupils opportunities to use ICT within the context of the subject. All of this places more demands upon the provision of computer resources in our schools. Software and hardware have improved rapidly over the last ten years and this in itself places more demands upon equipment. Primary schools aimed for a computer in every classroom; many now wish to increase this provision to clusters in learning areas, often networked to allow them to share more expensive peripherals. Secondary schools provided a computer room; now there is pressure for suites offering sufficient computers for pupils to have a machine to themselves for some lessons plus specialist clusters in subject or open-access areas. For a growing number of pupils, using a computer is an expectation.

Over the last few years there has been a marked increase in the number of homes which have purchased computers for use by the family. It is often the case now that pupils have access to more powerful computers at home than are available at school. We must be careful not to fall into the trap of always wanting the biggest, fastest and best. We will want pupils to have some access to these machines, but only if they are the appropriate tool for the job that pupils are undertaking. There is little need for a multimedia machine if the sole use is word processing. However, it is difficult, if not impossible, to manipulate moving images on many older, slower computers.

Where did the money come from?

Many of the initial computers in schools were provided by government funding. There were opportunities via DTI (Department of Trade and Industry) to match-fund computers and printers. This provided early BBCs, Research Machines 380Zs or Sinclair machines.

Where does it come from now?

However, the pace of change has moved on rapidly and there have been a succession of government schemes to fund provision of computer equipment. At present, the principal source of money for schools' ICT infrastructure is the NGfL funding available within the Standards Fund, which schools receive via LEAs. Money is also available via LEAs to support the government's Information Management Strategy which aims to help schools improve their use of ICT in management. The Computers for Teachers initiative subsidises a limited number of laptop computers for teachers.