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Purpose of Document

Primfield Primary School is a replacement school on a new site in the village, and near to the town of Lockstone.

This document aims to develop the proposed ICT provision in the newly built school, which is due to open during term 1 20XX. It is a statement of the school's educational vision for ICT and offers an indicative affordability model.

This scope of this document does not include support from Advisory Services Kent.

Deliverables

1. Educational ICT vision and strategy for Primfield Primary School.
2. Action Plan
3. Affordability Model

Current Provision

Within the existing school building, it is recognised that provision for ICT is under-developed and resourced. This is due to a number of factors, including poor technical support over a sustained period. Progress is being made with each teacher now having a laptop and a number of classrooms having interactive whiteboards, with plans to extend both the scope of provision and quality of teaching and learning through the use of ICT.

There is recognition that the aspirations of the Kent Primary strategy present a number of challenges in the development of an effective supporting ICT infrastructure. There are plans to look at mobile computing for both teachers and pupils. The educational ICT vision below was drafted in collaboration with school leadership, and reflects the wider aims and objectives for school development.

Educational ICT vision at Primfield

What we want to achieve

Improve the quality of education.

Primfield is entering a new phase in its history with an innovative, well designed new school building. Within these learning spaces we plan to increase the opportunities for teachers and pupils to develop their skills, and to use ICT as an exciting, engaging and creative medium for expression.

Raise attainment

The improvement in the physical environment of the school will be matched by the raised attainment of our children. ICT will provide a means of monitoring assessment information to identify achievement and eradicate underachievement.

Home School links

ICT offers a medium for interaction and dialogue. We will maximise this potential to improve communications with parents and the wider community, creating an ethos of trust and partnership in learning.

Community Development

The new school and its excellent facilities, provide an excellent environment for extended use as a community space. We aim to work in partnership with local community groups to provide opportunities for adults and children to learn how to use computers and the Internet.

Technical Support

Effective technical support is essential. When technology is unreliable it is a burden. We will endeavour to establish robust and clear support processes that are effective and enabling.

ICT Action Plan.

1. Developing strategic leadership in ICT

School leadership in the use of ICT is crucial to schools e-confidence. The National College of School Leadership recommends that Headteachers attend the SLICT (Strategic Leadership in ICT) course to develop their understanding and skills.

A whole school approach to the implementation of the Becta self-review framework will provide an action plan for the school's journey towards e-confidence.

2. Efficient Administration

Although some teachers may be reluctant initially to use a computer for planning, the long-term benefits for workload and classroom practice are beyond doubt. We must do all we can to cut bureaucracy to allow teachers and schools to increase their effectiveness. ICT can support curriculum planning and development, and reduce teachers' workload, so they have more time to spend on important tasks.

Schemes of work will be available electronically, together with curriculum and lesson planning spreadsheets or tools. Teachers will be supported by a whole school policy for ICT, supported by the Becta Self review framework.

The school will develop an effective school web presence providing information about the school, and a means of external contact. This will be linked to themed Blogs run by teachers on specific subjects and topical interests, providing a means of self-publishing. Teachers will ensure that the school web site is updated regularly to provide parents and children with links to resources and summary scheme of work for each term.

Every teacher will have a web based email address that will be used as a means of communication within the school and with external peers.

3. Curriculum ICT Actions

Accepting the aspiration of the Primary Strategy to provide every pupil with a personal computer, and the flexibility offered by wireless, there is a need to develop the skills of pupils, and this can best be achieved by the use of mobile computers available where and when needed, and a dedicated learning space equipped with desktop computers. It is planned to provide guided teaching, as well as improved access to the Internet and curriculum resources. This meets our need for a single location for computers to allow us to develop community links without having to consider building access issues, whilst embedding ICT in teaching and learning around the school.

Within each learning space we aim to provide a wireless environment capable of supporting teacher and pupil devices.

The school plans to manage the life-cycle of all the equipment, and will plan for replacement of equipment through an effective and on-going technology refresh programme funded through a sinking fund.

3.1 Teacher Focus

Working with School Improvement Partner (SIP), the school will provide opportunities for teachers to embed ICT into the creative curriculum. The Advisory Service Kent provide guidance on suitable content and curriculum software to meet our needs, and teachers will participate in established online communities to support the development of their capacity, knowledge and skills.

A skills audit¹ based on the TTA framework will provide a baseline for identifying staff development priorities and will be supported by staff development and training opportunities to address needs. The school already has a number of Interactive Whiteboards, and will ensure that the brand remains consistent to maximise investment in training, and allow sharing of resources and experiences between teachers.

Teachers will all have access to a personal laptop computer which can be used in any learning space in the school, and also at home. This will be able to access the school network and also take advantage of home broadband (where installed). This will be used for lesson preparation, and curriculum planning, as well as a teaching tool.

In line with our strategy to prioritise teacher development in the first phase, (and within affordability constraints) we will equip each learning space with an i-whiteboard. This will have sound capability and be able to present DVD and/or recorded TV. We propose that the connection to the teachers' laptop be through a wall mounted face plate for easy connection, and that this be mounted at waist height for easy access.

Teachers will be provided with materials and training to support better use of ICT as a teaching tool.

The school plans to create an online gallery of children's achievements that will celebrate and provide an audience for their work.

Science teaching will be enhanced by the use of specialised equipment for data logging, electronic microscopy, and through access to high quality free web based content for research.

Teachers will be encouraged to explore free internet technologies, such as Blogging and pod casting.

¹ KCC Digital Curriculum Team recommends the Digital Excellence methodology, and can arrange this for the school if required.

3.2 Excitement and Engagement of Creative Learners

Children are increasingly recognised as being digital natives, and familiar with ICT in the home environment. Primfield aims to provide each pupil with an opportunity to use computers for a minimum of two 45 minute sessions per week at KS1, and three one hour sessions per week at KS2.

Both KS1 and KS2 will focus on developing basic ICT skills, and the topical use of ICT to support subject teaching.

Peripherals such as digital cameras, video etc. are motivational and encourage experimentation and creativity. The school plans to create a pool of suitable devices for teachers and pupils to use on a 'booking basis'. These will be maintained and refreshed as required.

Acceptable Use Policies will be in place, and child safety will be a priority. E-Safety will be promoted through educational activities.

Affordability

Primfield has benefited from being able to retain Devolved Formula Capital (DFC) funding from the previous year, as the new school building was under-way, and this reduced the need to invest in upkeep of the existing building.

Additionally, the current year DFC of £14,652 has not been abated and is available as well.

For the three year period of abatement, an element for ICT will continue, and this reflects the new arrangements where ICT is included as an element of DFC funding. Together with the School Development Grant (SDG), (where the anticipated ICT amount is in the region of 26% of SDG), there is considerable scope for ICT provision to be developed fully over a five year period.

The figures shown in the table below are correct for C/F and 06/07, but are estimated from figures provided by CFE LM Finance for 07/08 and beyond.

	c/f	06/07	07/08	08/09	09/10	10/11
Budget Allocation for ICT						
DFC ICT Budget	22,532	14,652	15,092	15,544	16,011	16,491
SDG ICT Budget		13,251	13,649	14,058	14,480	14,914
Other ICT Funding		5,000	5,000	5,000	5,000	5,000
eLC's		2,400	2,400	2,400	2,400	2,400
Total ICT Budget		35,303	36,140	37,002	37,890	38,805
Estimated ICT Annual Revenue Costs						
Support Contracts		2,000	2,080	2,163	2,250	2,340
Technical Support		12,500	13,000	13,520	14,061	14,623
Consumables		500	520	541	562	585
Curriculum Software		2,400	2,400	2,400	2,400	2,400
Total		17,400	18,000	18,624	19,273	19,948
Estimated ICT Capital Costs						
Server (2003)		2,500				
Desktop Computers	27	12,150				
Mobile Computers	30	24,000				
i-whiteboards + proj's	5	12,500				
MS-Office	27	1,890	210			
Laptops 4 Teachers	3		2,250			
Technology Refresh					24,000	12,150
Totals		53,040	2,460	0	24,000	12,150
surplus/shortfall		-35,137	15,680	18,378	-5,383	6,707
Overall surplus/shortfall						246
<i>NB: Figures are provided for illustration and are not indicative or representative</i>						

Assumptions

- Legacy (existing) hardware will be audited and traffic-lighted according to condition:

GREEN	Equipment has life expectancy greater than one year.
AMBER	Equipment has life expectancy less than one year.
RED	Equipment is not suitable for transfer.

- The DFC carry-forward is unspent funding held from previous years as investment in repairs was held back as new building would replace.
- Abatement reduces DFC funding for three years after the move to a new building; however there remains an element for ICT.

Conclusion

- There appears to be a minimal surplus over a five year period; however shortfalls occur in specific years. This suggests a funding advance would be beneficial through the schools loan scheme.
- Additional funding support should be considered from other sources (e.g. fund-raising / grants / special projects etc), and is dependent on final value for money proposition from suppliers.

Risk Assessment

LOW	Procure all equipment, services and support through EIS.
MED	Arrange for Kent County Supplies to manage procurement on behalf of school, and manage support within the school.
HIGH	Manage the specification, procurement and support within the school's own resources.