

New Shape for Learning – ICT for Primary Schools

Raise standards

- ICT provides access to a personalised curriculum supported by high quality learning resources and virtual lessons
- The Learning Platform provides access to all the resources learners require including a virtual desktop, email, messaging, daily calendar and an online file store
- ICT improves learners motivation and willingness to learn
- ICT supports a wider range of learning styles, and 'anytime anywhere' learning for pupils and adults
- ICT facilitates communication and interaction; increases collaborative learning, problem solving and creative work by learners
- Achievement in all areas is improved through increased use of ICT
- ICT enables pupils' views to be gathered through the use of online polls and discussion forums
- Learners create their own e-portfolio of work which moves with them through school
- Improved tracking and monitoring of pupil data supported by the MIS system helps to ensure that standards are raised
- Development of the workforce to facilitate new ways of working using ICT, planned through engagement in an extensive CPD programme

Resources for learning

- Increased use made of interactive digital content in lessons to engage pupils
- Secure 'anytime, anywhere' access to planning, lesson materials and pupil data
- Access to world wide learning opportunities, materials and sources of expertise to support learners
- ICT supports opportunities to work with learners in flexible learning spaces and with different sized groups
- Online MIS used for assessing, recording and reporting learners' achievement
- Improved continuity in learning between classes and schools facilitated through online systems
- Access to ongoing support for development of ICT skills, including an e-learning approach to continuing professional development (CPD)
- New, more flexible ways of working available making use of new ICT skills
- Good financial planning ensures sustainability of the ICT infrastructure

Our belief

The power of ICT will be harnessed to enhance teaching, learning and school administration. It will be used to facilitate greater personalisation of learning by supporting a wider range of learning styles and a broader more personalised curriculum with opportunities for learning anytime and anywhere. To achieve this ambition, all learners should have a personal learning device providing access to their own online learning space and high quality learning resources, appropriate to their age and ability, through a safe and secure broadband connection.

Developing People and Communities

- Involvement in their child's learning increased through online access to learner information and online learning resources
- Involvement with the school increased through online polls, discussions and online information
- Personal information about child's health, school meals, attainment, attendance and behaviour available to parents online
- Online access to information and advice available from Children's Services
- Online support is provided for minority ethnic families
- Payment for school meals, trips, uniforms can be done electronically

Inclusion

- Learners are able to continue to work with friends and classmates even if they are absent from school
- ICT can help facilitate inclusion of all learners regardless of background, gender, ability or disability
- Assistive technologies helps to remove some barriers to learning
Video conferencing gives learners access to the wider community beyond the school and provides learning opportunities from around the world

Partnerships and collaboration

- Learning Centre regarded as the local hub for the whole community, raising aspirations and improving ICT skills in the community
- Improved ICT links help to improve transition between schools
- Links are made between the school and the wider community for learning purposes, supporting community cohesion and global participation
- Increased communication with parents, governors, other schools, local authority and children's services enabled through the Learning Platform and other online systems

A Year 6 pupil's use of ICT in a typical day in 2012

8.00 am. I go to my online desktop in the Learning Platform to see what I need with me today. I collect my PE kit and library book. My mum tops up my electronic dinner money account and we choose my meals for next week. On my way to school I take some digital photographs to use in my project.

8.45 On arrival at school, I register by touching the fingerprint pad and log into my computer to go to my online desktop. I check my messages and find an email from my French pen pal and one from my teacher telling me she likes my presentation on improving the local environment.

9.00 Literacy – As a whole class group, the teacher uses the interactive whiteboard to show us different ways of writing stories. During the lesson I begin writing my story as an online blog which my teacher shares with the class on the whiteboard. Some others are working together on a collaborative story using a wiki.

11.00 French - We use video conferencing to talk our partner school in France. Their class teacher reads us a story in French and sets us a task for our next lesson. I make a note in my online diary that I will need to find information and pictures of some French foods next week. Then I reply to my pen pal's email.

12.00pm For lunch I have lasagne and an apple, which I chose online with my mum last week. Afterwards, I take one of the mobile computers into the school garden to work on my environment project. I add the photos I took earlier.

1.00 Numeracy - Today I am doing an online numeracy lesson. It starts with a quiz to find out what I have remembered about perimeters and area and then I follow a lesson on the perimeters of irregular shapes. I will try the quiz again at home later to see if I can improve my score.

2.00 History – My work group is researching Anglo Saxons as we are doing a presentation for the class next week. We decide to do a short video so we create our storyboard and then we use the video camera to film the first part. We upload our film to the Learning Platform.

3.00 PE – I use a data-logger to measure my heart rate before, during and after the lesson. Afterwards, I download the data into the Learning Platform so that I can compare it with my previous data in a spreadsheet in tomorrow's science lesson.

7.00 I show my dad the video my group have made and he sees that my teacher has given my group a merit for working well together. I do the numeracy quiz again and I am pleased that I have learnt from my earlier mistakes. I read the comments that people have left on my blog and use one of the suggestions to improve my story.

7.30 I look at my online lesson planner and see that I need to think about my next group task which is to plan a podcast about African music. I use instant messenger in the Learning Platform to chat online with my work group about the podcast and we create a plan together. My task is to record some African drumming music tomorrow as an introduction to the podcast. I am going to the after school club tomorrow so I will do some more work on the project there.