The Capacity of ICT to Transform Teaching and Learning: A Critical View from Within a Building Schools for the Future Project

PORTFOLIO

by

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A portfolio in support of a report submitted in partial

fulfillment of the requirements for the degree of

Professional Doctorate

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Structure and Referencing

This portfolio groups documents in section that largely follow my involvement in the BSF process I a chronological order. Some details have been redacted for issues of confidentiality.

P1. BSF Background

P2. Earlier Work

Its starts with planning documents, moves on to my earlier research as our school opened under and MSP and then moves on to the data collected for this work.

P3. Testimonials

It continues with testimonials from key players from each key partner with whom I was involved from 2006 until 2014

P4. Professional Impact

In this final section you will find evidence of professional impact ranging from my own school, to local authority and national level and evidence from my presentations at the BETT conference of 2012. It concludes with documentation illustrating my impact of my work on contract replacement from August 2014.

P5. Appendix

This section contains all of the transcripts from the interviews, results from the teacher questionnaire and a sample of the lesson observations.

P5.1 Head Teacher

P5.2 Pupil Interview

P5.3 Teacher Interviews

P5.4 ITT Student Interviews

P5.5 Teacher Questionnaire

P5.6 Lesson Observations

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P1. BSF Planning Background

BSF planning started late 2006 with the writing of the specification for the awarding of the MSP contract 18 months later. To monitor and manage the delivery of the contract once it had started, half termly 'Way Forward' meetings were held.

P1.1 Vision statement

At the start of each BSF programme each school was required to write a 'Vision Statement', outlining their approach to teaching and learning with ICT and how BSF would have an impact; without it funding would not be released.

Oxclose Community School

This document has been designed to describe

- our aspirations in terms of core values and principles
- Our current position
- Where we expect to be at the end of the BSF programme
- The way forward from there

We have started with a series of questions about the future of schools, schooling and education, which we intend to address through the core values and principles and then examine in practice through our work to date.

Essential questions about the future school:

- Why is education configured the way it is? What do we take for granted that we might question and change?
- How can schools justify much of what they do? How do our students develop a sense of identity and belonging?
- Why does the UK curriculum, despite all the reform and innovation, still look very similar to that on offer at the start of the 1900s?
- Why do so many students still leave at the end of compulsory education with so little to show for it?
- If much learning can take place anytime / anywhere, why do schools generally consist of buildings that are usually open for restricted periods?

- Is the traditional classroom based single timetabled lesson the best way to organise most of our students' learning?
- Why is so little of what is now known about learning used on a daily basis to plan experiences for students?
- How will the new technologies transform learning?
- What do our stakeholders tell us about the school of the future?
- Why do we still depend on outmoded, industrial age thinking, when working with complex organisations?
- Where can we find inspiration and examples of change from which we can learn?
- What are the current and future leadership challenges for secondary school leaders?
- Does one school, operating in isolation, have the capacity to transform itself?
- What are the consequences for students in meeting the challenges of the 21st century if we can not transform our current practice?
- What are the consequences for society if our students are unable to meet these challenges?
- How can transformation in education create greater cohesion in our society and globally?

Recommended principles to underpin learning for the future:

- The learner is central to all that happens
- The learning process is adapted to suit learners
- Society creates schools as communities of learning
- Curriculum is relevant to each individual
- Change is part of the culture of schooling
- Outcomes from schooling reflect the learners' and society's needs

The new concept of schooling will involve:

- New teaching and learning techniques
- Advances in technology - and their use
- Changes in learners' attitudes and commitment
- Changes in society's attitude towards learning / learners
- Advances in understanding of the brain
- Changing demands of the workplace
- New forms of leadership

Core values

- We recognise the worth of each individual by valuing the personal qualities they demonstrate in their learning, living and working
- We recognise the experiences of young people by valuing the talents and skills they bring into their schooling experiences, and we commit to ensure that schooling enhances these talents and skills
- We embrace difference by valuing diversity in ethnicity, religion, nationality and race
- We display integrity by valuing openness, trust, negotiation, fairness, honesty and respect for all people
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create

- We acknowledge the role of networks by valuing the way in which people can work together and collaborate
- We acknowledge the place of school in the community, particularly, the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate

Values, however, have little meaning if they are not about how we act. We have to engage in actively pursuing these values. A set of underpinning principles is needed in the conversion of values to action that will create schooling for the future. These will help us to question the adequacy of present.

Inherent in these values is the overriding belief that all people can learn and must have the opportunities to learn. These principles will condition our behaviour within our institutions as we transform from 20th to 21st century organisations.
Principles

The principles we are recommending as central to future schooling at Oxclose need to be seen in a context of how we as school leaders will create the conditions through which we can act to make things happen for young people. There is the notion that the principles will take us on the journey of present and future culture for relevant schooling for young people, from their early years to adulthood. Each of these six key principles has sub-principles and descriptors that set out Oxclose School's vision for its post BSF future.

1. The learner is central to all that happens

1.1 The most important person in our school is the young person.
Our school exists for and is organised around and energised by young people, it embrace the life context of young people. Young people have an active voice and are collaborators in their learning and the life of school.

1.2 Our school exist to provide for its young people the opportunity to develop as confident, innovative and collaborative managers of their living, learning and working. Our school empowers young people to actively imagine and shape their future. As a schools for the future it will developed standards, assessment and reporting that will reflect the outcomes of this core purpose. Central to schooling, therefore, will be the assurance that all our young people will have developed the disposition and skill to learn for life, that is, they will be self-directed learners.

1.3 We will regard each young person as having the right to negotiate their learning in relation to the multiplicity of their unique needs.
This negotiation will recognise stages of development and that the negotiation involves a partnership between the learner, parent and school. This also implies a different relationship between the learner and the educator. The relationship, which develops throughout the schooling experience, is one that acknowledges the rights of the learner and the learner's parents to seek what they need and want through the schooling experience.

1.4 Our school acknowledge differing developmental stages for young people and focuses resources and organisation accordingly.

It will be flexible enough to respond to the rapid changes of development in 21st century young people. At the young adult stage (previously referred to as post compulsory), we will advance seamless learning experiences that can encompass school learning, further and higher education and training, and work and embrace the 14-19 education agenda.

2. The learning process is adapted to suit learner. We believe that:

2.1 Intelligence can be taught and is contagious.
We therefore recognise that the notion of intelligence embraces multiple intelligences. They can no longer simply recognise academic intelligence, but have to recognise, teach for, assess and report on emotional, social, applied and physical intelligences.

2.2 All learners have the capacity to succeed at a high level.
The capacity of each student to achieve success and teachers to create conditions where that success is recognised and celebrated. We understand that ‘not yet’ does not mean ‘not ever’. We want to develop a culture of aspiration in each and for each of our students, and work collaboratively with them to achieve a high level of success.

2.3 School is fun.
Oxclose will be a place in which young people want to spend time. In particular, we will enable young people to develop a strong disposition towards learning and create the conditions for lifelong learning through a belief that learning is fun and a worthwhile activity in which to engage. Learning-teaching pedagogies will be flexible, spontaneous, unexpected, exciting, enriching, illuminating, and demanding of engagement. Interactions with colleagues and peers, old and young, will be rewarding and stimulating, such that absence constitutes a lost opportunity for growth and enjoyment. Being in attendance is being alive and engaged. Oxclose will be a lifetime experience.

2.4 Oxclose will be flexible in its use of time, space and resources, recognising that young people need freedom to learn.

Freedom to learn means that young people have opportunity to explore, take risks and challenge their world. This requires greater flexibility in the way in which we have and use time, greater adaptability in terms of the space that can be used for learning and greater opportunity in terms of how they acquire and use resources, particularly the wealth of human resource that are available.

2.5 We can provide the learning environment that produces resilient, collaborative lifelong learners.In an era when schools are risk averse because we operate in a litigious society, schooling must still provide the opportunity for experiential learning and risk taking. Lifelong learning is as much about emotional and social resilience as it is about the disposition and skill for learning. Young people must leave our school with resilience and the capacity, therefore, to work successfully with other people. In relation to social problems, the school will be characterised by prevention rather than intervention programmes.

3. Society creates schools as communities of learning

3.1 As a Community Schools of 30 years standing we recognize the range of communities of people who are co-learners, co-researchers and co- educators. Community members are valued in the learning process for their expertise, knowledge, experience and passion. Learning is a partnership between all participants. Teachers also are seen as being part of a teaching-learning relationship rather than as custodians. Schooling communities recognise that adults other than teachers will fill the custodial role.

3.2 As a nationally recognised fully inclusive school we celebrate difference and recognise and embrace individual and group diversity.
We commit to both teaching for and providing experiences to learn about individual and group diversity.

3.3 Our community resources are already available to the community during extended hours; the aspiration is to increase this to being close to 24 hours per day, 52 weeks a year.
In an era in which lifelong learning is a norm, with our learning and recreational resources we must be central to the community's social, economic and intellectual wealth. This will require collaboration between our partner schools as well as between schools and their communities. We are already a significant way down this road.

3.4 Our school facilities are welcoming and adaptable.
School facilities have to be placed where young people, teachers and the community want to be, not necessarily the central or even the principal place for learning. Such communities also have to be safe and secure. We have, where possible, replaced teachers as security people by more appropriate personnel, and allow teachers to be educators.

4. Curriculum is relevant to each individual, to their need for collaboration and to the global community in which they live.

4.1 We offer a curriculum that brings together learning experiences, knowledge and skills relevant to a lifetime of living, learning and working.
Having recognised that the future world of work demands that young people have academic and applied (vocational) knowledge, skill and experience, emotional intelligence and a capacity to learn for life we already have established the need to radically alter our KS4 offer and to review this offer annually..

4.2 Our curriculum therefore encompasses the relevant enabling skills for learning and living.
Schools of the present and future, including Oxclose will no longer simply acknowledge traditional literacy and numeracy, but will ensure that all skills that enable successful engagement in learning, living and working are developed as a right for all young people.

4.3 We recognise that information and communication technologies are now a core part of living, learning and working and therefore need to be embedded throughout the

curriculum.
ICT is an enabler for young people and an expected part of schooling. It is not an educator driven part of the school curriculum, the internet, coupled with mobile, hand-held technology are pervasive and will be embraced rather than marginalised.

5. Change is part of the culture of schooling

5.1 Change is fundamental to and embedded in the learning culture of schooling; thus, as educators we have a leadership responsibility in developing constructive change. We see ourselves as leaders of innovation through an environment in which imagination, creativity and entrepreneurial skills are central to the learning experiences of young people.

5.2 Changing and managing change are part of school is what we do.
The pace of global transformation is such that the schooling experience for young people must embrace our experience of change.

6. Outcomes from schooling reflect the learners' and society's needs.

6.1 The 'opportunity' outcomes from 5 years at Oxclose will deliver broad, valued and equitable choices for each young person.
Young people will not miss out on opportunities because of background, location, wealth, religion or culture.

6.2 We have developed common measures of success to demonstrate accountability for all schooling experiences and outcomes. These are shared with all stakeholders
Entrance to tertiary study will no longer be seen as a principal measure of schooling success. Our 14-19 partnerships will see traditional academic post-school opportunity and vocational pathways converge as part of the experiences of post-compulsory schooling.

The Current Position

Since 2001 Oxclose has made major steps to revolutionise the curriculum, particularly at KS4. A radically different offer, with a range of vocational subjects, has resulted in a largely bespoke curriculum for all students and resulted in increased achievement among the highest in the country. This transformation has taken place largely with existing resources, accommodation and staffing although work with a range of partners has played a significant role.
Increased revenue has however come from two major sources and much of the funding has been channelled into staffing. Specialist school status in Performing and Visual Arts has allowed increased teaching staffing and notably two full time technicians who both have significant ICT skills. Increased pupil numbers (from 770 to a projected 900) in an area of falling rolls has allowed for the recruitment of more teaching staff, significantly in ICT, and the appointment of an e-learning manager.
We are proud of our Performing and Visual College status and have a long-standing passionate belief that all pupils gain confidence and self-esteem from participating in a range of arts based activities. Every pupil can achieve and be successful in the Arts, not only for the success that it brings to that pupil but also for the wider appreciation of that success. The permeation of this success throughout the school has a positive impact on student's

academic achievement and we believe that this ethos will raise standards of achievement across the curriculum and help pupils develop a lifelong commitment to a creative and healthy mind and body.

The capital investment of BSF offers Oxclose Community School the opportunity to build on its current success and realise a vision for even further radical change to meet the needs of the 21st Century.

Our educational philosophy is centred around inclusivity and the need therefore to break the 'one size fits all' straight jacket the national curriculum has forced schools into. We intend to make full use of the opportunities the contemporary agendas of: increased flexibility, 14-19 developments and the Specialist Diploma offer. The BSF programme will increase rapidly how this philosophy can be realised via the physical alteration of the building and ICT investment. This needs to be driven by innovate thinking, along with a radical change in the curriculum and its delivery.

Learning in the future will, we believe, still be largely teacher dependant with the potential for new teaching spaces and technology to remove the barriers of time and place constraints. Lessons and learning, as always, will be teacher lead but teaching and learning materials will be available in ways that allow pupils to access them on demand and at different levels to allow individuals to learn at their own rate.

The learning experience of pupils will therefore be much more varied and engaging. Materials will be prepared and presented via multi-media platforms allowing individuals to take what has been presented to them and interact with it. They will be able to return to these materials if they need to, as often as they wish and will also be able to progress to more advanced levels when they are ready.

Personalised learning will therefore be achieved through a range of innovations and opportunities. Students will no longer all study the same subjects in the same amount of time. This is already the case in some KS3 subjects and an increasing amount at KS4. As we look to embrace the Specialist Diploma from 2008 it will be increasingly important that pupils are able to see their learning as a whole rather than as fragmented subjects and qualifications. On-line testing will offer instant feedback and diagnose areas for development, certainly in literacy and numeracy and possibly ICT.

Teachers will see a shift in their working practice away from clerical tasks and isolated planning and preparation to the accessing of high quality pre-prepared materials and the collaborative production of shared on-line resources. On-line and dial-in recording of registration, attendance, attainment, rewards and sanction will give instant feedback to all stakeholders and allow for focused intervention whatever the issue.

BSF developments will take place within the current building footprint, although it is hoped that approval will be given for a Performing Arts extension to help realise the specialist schools vision. Therefore, rather than a radical new design the school vision will need to be realised through the redesign of the existing building and take account of the practical restrictions that imposes.

So, where to?

1. Improving the Learning Experience

The experience of schooling has been one of maintaining the traditional organisation, processes and infrastructure. Schools still have much of the look and feel that they had 50 years ago. Despite the opportunities of technology, most schools still manage young people in relatively large groups, in four-walled classrooms. The workplace of most people throughout the world has changed, but that of teachers and students, while it has become busier, has not varied from the standard schooling formula of classroom management and control.

The building aspect of BSF is only the beginning of this process and has clearly informed and sharpened our thinking to date. The teaching and learning based on the values and principles stated above is the task of the next twenty years.

2. The Learning Environment

For Oxclose BSF involves refurbishment with only performing arts being new-build. As a consequence the school requires a carefully planned restructuring of its learning environments, both physical and virtual, which is both functional and flexible. We are excited about the opportunity to develop inspirational facilities which will be appropriate to student learning needs, including access to specialist facilities for the diversifying curriculum, especially in our specialism area of Performing and Visual Arts.

The school will promote creativity through its curriculum and will make performance a central part of this emphasis. We thus seek an environment that enables an active and visually stunning curriculum and environment and a place where our community can assemble to enjoy learning, visual stimulation and performance.

In the near future Oxclose School will effect transformation of its provision by seeking to promote higher levels of responsibility by the learner for their learning.

3. The Enabling Effect of BSF

BSF will help us embrace the ‘Every Child Matters’ agenda.

Be Healthy

We look forward to a future where we can fully support students’ health needs through appropriate facilities for dining, space to exercise and rooms for counseling and medical needs. We will develop a services heart where special needs can be appropriately met in facilities where individual and small group support is more easily facilitated. We are keen to provide a service for students with autistic spectrum disorders as part of future development of our SEN provision.

Be Safe

Our students feel most unsafe when exposed to the outside world, particularly the busy street. They share, with staff, a vision of a secure environment where the premises are

secured and under the surveillance of security cameras. Our new school must be secure for students but welcoming to the community and families. There will be locker facilities where students may secure their possessions. We aspire to the use of biometric information to improve access whilst diminishing workload and retaining security.

Enjoy and Achieve

Our new school will provide and environment where all can enjoy and achieve. The quality of our education provision will continue to rise and it will be delivered in a public building that exudes civic pride and makes a clear statement about the value of our children and their education. Our school will be a place where the full scope of personal achievement will be recognized and where our students can demonstrate not only their academic achievement but also their inter-personal skills, sporting and artistic achievements, special interests and career aspirations.

In particular our new school will offer the sporting facilities and performance space that reflect our commitment to excellence in these fields.

Positive Contribution

Oxclose is proud of its inclusive ethos where all students are known and where collective responsibility is promoted in a climate of high expectation. We will continue to promote our inclusive ethos and caring culture. We will be linked to the outside world through our charitable work, school visits and use of technology. Oxclose wishes to be a school at the centre of its physical community and it will promote behaviour from its students that makes a positive contribution to society and the local economy.

We are an inclusive school, with a 3* provision for children with physical and medical difficulties, and we will continue to develop respect for diversity and understanding of that which we all share.

Achieve Economic Well Being

Our new school will recognize the changing world in which we live. Our students and their families have diverse origins and destinies. We seek to maximize opportunities beyond the age of statutory schooling by equipping students for life in a modern economy. Hence our twin objective of developing autonomous learners through varied learning pathways.

Supporting and Enabling Staff

Oxclose School will deliver education and other services through continued diversification and remodeling of its workforce and working practices. This workforce already includes a range of staff, each playing a role in facilitating effective learning and teaching, meeting student needs, running the school as an organisation and maintaining the learning environment. We already provide a working environment suited to the number and range of employees in the school. We try hard to consider the concept of ‘Staff’ as a whole rather than a series of hierarchical levels. Structural and organizational remodeling will both enhance this principle and at the same time allow groups of staff to be able to carry out their duties in the appropriate physical and professional environment.

The Transformational Potential of ICT

Considerable investment in ICT (£154,000 2005-2006) has seen a positive impact of performance as a result of the increasing use of ICT as a tool for learning, this involves the widening of access to ICT suites and interactive whiteboards in classrooms. In our new

school we wish to offer universal access where each room is ICT enabled and students can access learning material and information about their performance (personal portfolios) from within classrooms, open-learning environments and from home or community learning basis out of school hours. We see development of ICT skills as critical to supporting both learning and future employment.

Using the investment in ICT to help manage the requirement for improved assessment and performance tracking, so that the student, their family and school staff may monitor progress and identify the next steps in learning. We have already developed our own student tracking database that drives the process of performance review. Improved ICT infrastructure will allow further development. This will be driven by an increasingly sophisticated approach to assessment for learning.

ICT will make peoples' working lives easier and further improve standards of achievement. The school is already fully networked so that ICT is a ubiquitous service for staff. The refurb will extend this to every space being learning space, ICT enabled. It envisages the use of technology will support roll call and registration as well as give improved security and access to the network. The school is interested in a move towards more innovative mobile technologies with wireless networking. We expect that in the not too distant future laptops, note pads or PDAs for all staff and students will become a reality. We believe that ICT will enhance communication between the home and school and that the school itself will be the hub of a community broadband service for students and their families.

An ICT rich space will lie at the physical heart of the school but additionally the school will develop the virtual environment that will allow engagement with learning anywhere and anytime, in effect the school will never close.
Implementation of such an ambitious programme will demand careful deployment of existing, and access to new, financial resources. The balance of expenditure between the physical and virtual learning environment within the BSF programme needs careful consideration.
In an ICT rich future the school will be better placed to drive forward transformation of learning and teaching. It is the key to the ambition to provide a more personalized provision for all students in the school.

The school will require a responsive management information system which can be integrated with a virtual learning environment so that performance and assessment data can easily provide feedback to the student on performance and inform decisions about learning approach and pathways. Our learning platform will aid communication, formative feedback and summative reporting. It will help signpost learning pathways and will provide access to resources that are appropriate to the student's need. We expect that our management information systems will be accessed directly by the user both in the school and remotely, so that it may be used by students and teachers in a way that reflects a more flexible attitude to the concept of work and the workplace.

This development will lead to a long term ambition for personalized learning, where learners may learn in groups determined by prior achievement and learning need rather than age. The school would wish to retain a pastoral structure based upon year groups and forms. However, students will also belong to vertical houses and may then learn alongside students of a different age, with classification of units of study from foundation to advanced level. This will be particularly pertinent for students in the 14-19 age range.

Personalised Learning and ICT

Our students will have access to state of the art technology and interactive teaching technologies will be used extensively and effectively in all aspects of learning and teaching.

Students will have their own online personal learning space through the Oxclose School Intranet which will offer teachers and pupil's access to stored work, e-learning resources, communication and collaboration with peers and the facility to track progress from any computer with an Internet connection. Students and teachers will access and contribute to the Intranet via ePortal and Outpost from any internet enabled computer.

Appendix

As a quick win school we need to quickly convert this rhetoric into reality. Already a great deal of practical work has taken place to both transform the school and install the ICT infrastructure to realise the vision.

1. Strategic Thinking

- Teaching and learning to be independent of space and time. While the school timetable will deliver 25 periods of whole class teaching to all students as standard this will not be seen as a barrier to flexibility, particularly at KS4. Independent learning will be encourage and supported by physical changes to the building and ICT development.
- KS3 curriculum to be modified as much as possible in light of 'Shortened KS3 Pilot' to allow advanced start to (for example) level 2 qualifications in ICT.
- KS4 developments to continue with a wider range of vocational courses (BTEC and Nationals) to allow for maximum personalisation of programmes.
- Partnerships enhanced and extended to further develop curriculum and community provision.
- Increase in support staff to support learning both within classroom and outside constraints of timetable.
- Classroom restructuring to have parallel development in independent learning spaces.
- MIS to be open to all stakeholders to allow individuals to monitor progress and attendance. This will allow for the monitoring of progress to be continuous as well as at agreed points in the year and will build on the current successful progress review process.
- 24/7 access to MIS to allow stakeholders access to input and output relevant to need.
- INSET focus on new technology and its impact on teaching and learning and work practices.
- Stakeholders to be consulted throughout.

2. Operational Planning

Building

- Departments remodelled to meet the needs of new curriculum with each member of staff having their own teaching space.
- Increase in number of internal open spaces (including gardens) to continue the safe, monitored social interaction throughout the day that is a strength of the school and supports the inclusion agenda.
- Access and security modifications planned to facilitate extended opening.
- Large Independent learning space at heart of school with staffing to accommodate

'all day' use.

- Performing and Visual Arts development in line with requirements for 14-19 delivery and 'hub and spokes' model.
- Facilities refurbishment (e.g. toilets and restaurant) to highest standard to meet needs of all users.

ICT

Infrastructure

- A 'redundant' network with SAN solution and 20gb backbone.
- All procurement and installation from agreed standard list, with at least 3 years warranty on all parts and software upgrades.
- Network management tools (Ranger Network, Ghost Corporate) to reduce 'time costly' network management issues.
- 600 desktop PCs plus wireless coverage giving pupil:computer ratio of 1:1.2.
- Specialist hardware curriculum driven (CAD/CAM, Music Keyboards, Data logging).

Software

- Industry standard, (Microsoft, Abode, Macromedia) on all desktop PCs
- Subject specialist software curriculum driven (Sebelius, Cubase, Kartouche)
- On-line teaching resources delivered via intranet with standard interface.
- Boardworks as basic material for all staff.
- Ranger outpost and VLE to give secure access 24/7.

MIS

- Move to Facility with 'ePortal' as teacher interface for real time monitoring of attendance, lateness, attainment, rewards and sanctions.
- Deployment of Student Services Team to respond to above.
- Dial-in from home options for staff to review and amend data and complete reports.
- Dial-in for parents to check on attendance, attainment, rewards and sanctions.
- All staff with laptops and staff only desktops in all departments and staff areas.
- Ranger Outpost and VLE gives access to individual work areas via link from WWW.
- Extended school day offers open access.

Classrooms

- User friendly wired Interactive tablet solution in every teaching space.
- Augmented by wireless coverage.
- Minimum of 1 ICT suite per department.
- Full complement of curriculum software on all PCs

- ICT classroom management via Ranger Remote Control gives teacher control of all aspects of ICT use.

Learning Centre

- ILC with full complement of curriculum and Ranger software.
- Timetabled and 'on-demand' use.
- Permanent staffing, supplemented where necessary.
- Ranger Remote Control to monitor ICT use.

INSET and CPD

- Calendar for 2006-2007 to incorporate whole school training on ICT systems
- Targeted sessions for specific user groups throughout year
- Facility training integral part of implementation plan
- E-Learning manager with time to work with all departments.

Teaching and Learning Materials

- Developing on-line curriculum through Intranet with standard format and layout.
- Structure of materials on 'concept' rather than 'timeline' plan via Modular Work Plan.
- Intranet pre-populated with material. (Boardworks, ClickScience, Crocodile Clips).
- Appointment of e-Learning Manager to advise and run CPD.
- Macromedia Studio 8 allows for on-line development.

Curriculum Design

- KS3 shortened for all students in some subjects (including ICT) and selected students in other subjects.
- Gained time used to supplement other subjects or begin KS4 study. All students begin level 2 ICT qualification in Y9 with the option to continue up to a 4 award in y11.
- KS4 curriculum offers individual design for all students without fixed time allocation for all vocational offers.
- Students able to study options in anything from 1 to 6 hours per week obtaining from 1 to 4 GCSE equivalents.
- Supported and guided study used to allow access to online material without need for specialist staff.
- On-line materials, network and dial-in designed facilitate flexibility.

Staffing

- Teaching staff increased in ICT, Performing Arts (with partnership), PE (with GSLA programme) and Mathematics.
  Non-teaching and support staff increased in Visual and Performing Arts, Mathematics and Learning Support. All to work with children both within classrooms and outside the normal timetable.

P1.2 BSF Planning documents

What follows is the invitation list and agenda for the first Sunderland BSF planning meeting. Of the invitees listed I was to become the only person constant throughout the whole process, from 2006-2014. These meetings continued into 2007, my specific roles are in the workshop table, followed by the meeting schedule.

P 1.2.1 BSF ICT OUTPUT SPECIFICATION WORKSHOPS

Tuesday 12 December 2006

Venue: TBC

Invitees:

George
Beverle
Lawren — see testimonial P3.1
Mike Q
Clive B
Academ — ord
Head Te — ols)
David H — **)**
ICT rep — ve 1 schools
Eugene — e Education Associates)
Paul Bra
Ian Gott
Kevin R
Jackie V

Provisional Programme:

Time:	Session:	Led by:
09:30	Coffees & Registration	
10:00 – 10:15	**Welcome & Introduction** Purpose of the Day	LT, MQ

Time:	Session:	Led by:
10:15 – 10:30	**Where are we now and next steps** This session will outline the revised project timescales and where we are.	
10:30 – 10:50	**School Visions** Overview on key points that come from school visions for the output specification	
10:50 – 11:00	Refreshments	
11:00- 11:30	**Sunderland ICT vision** This session will run through the changes to the Sunderland vision to take on board what schools have included in their visions, and the steers from the previous workshop on 24 November.	
11:30 – 13:00	**Output specification – CPD** This session will run through the requirements in terms of CPD. Attendees will split into two groups to work through the following questions: 1 – what process do you envisage for assessing CPD needs, how will the number of days support be agreed and how should supply cover be dealt with (for whole school / teacher /support staff / administration / pupils) ***(2b2)*** 2 – what value add do schools want from the managed service provider on CPD? ***(2b2)*** 3 – what should CPD cover (for example, technical, educational software, effective practice, innovation) ***(2b1, 2b2)*** 4 – do schools expect the Local Authority and the service provider to work in partnership on CPD in any areas, and how do you see this working? ***(2b2)***	
13:00 – 13:30	Lunch	
13:30 – 14:45	**Output specification - Learning Platform and content** This session will run through the requirements in terms of content and content management. Attendees will split into two groups to work through the following questions: 5 – what content is required (in output specification terms) ***(1a5)*** 6 – what functionality do learners need from the learning platform and curriculum content ***(1a2)*** 7 – what does a school need to track and support pupils' learning, and linkages to the MIS system? ***(1a3)***	

Time:	Session:	Led by:
	8 – what is needed in terms of content management? (How should material be gathered and developed and uploaded?) ***(1a1)*** 9 – what functionality and support do: (a) teachers, (b) leaders and (c) support staff need (from the learning platform, curriculum planning, content development, teaching pupils how to use software, and so on)? ***(1a2)*** 10 – what tools and services are needed too support teaching and learning (how to describe in output terms, the services covered by video conferencing, messaging, blogging, wikis, podcasting, etc….) ***(1a4)***	
14:45 – 15:45	**Output specification – Technical** 11 – when are the peak periods of usage for ICT equipment and networks within a typical school day? What service availability and downtime are schools envisaging will be provided? ***(Annex B)*** 12 – how would you describe, in output terms, the types of ICT learning environments you would wish to see the managed service provider support? ***(Section 5.2)*** 13 – what does a typical (a) teacher; (b) school leader; (c) support staff; and (d) pupil need in terms of ICT (in output specification terms) ***(1b3)*** 14 – what support do you want for your school administration systems? ***(1b7)***	
15:45 – 16:00	**Next steps and close**	

Please note: the above questions do not cover the entire output specification. Written comment on any part of the output specification to Ann George (ann@sunderland.gov.uk) by midday on 14 December would enable us to discuss key issues raised at the next workshop on 15 December.

Requirements for venue:

3 laptops, one linked to a projector to display to the whole room
2 flip charts
Pens

P 1.2.2 BSF ICT OUTPUT SPECIFICATION WORKSHOPS: Staffing

The group was split into 'focus areas' to deal with specific parts of the contact. My roles are highlighted.

Leading and Managing Change (including CPD)	**MIS**	**LE/LP**	**Design & Build 'Smart' building access and other requirements**	**User Devices and interactive technologies**	**Procurement Evaluation Team**		**& ICT in Education Day**
Michael Quincey	Lawrence Thompson	Jackie Watt	Ann George	Ann George	Lawrence Thompson		Ann George,Jackie Watt, Michael Quincey
Dave Thomton	Shaun Warne, Andrew Con	Andrew Common	John Barlow, Andrew Common	John Cook, Andrew Common	John Barlow, Andrew Common	Phase Two	Mr Tony McCourt Katrina Milley Shaun Warner
Paul Bray	Paul Bray			Paul Bray		Becta	Paul Bray, Steve Ball
Andy Williams	Andy Williams	Andy Williams	Andy Williams	Andy Williams	Andy Williams	CLC - St Roberts	Andy Williams
	Michael Quincey, Ann George		Paul Short	Richard Wright	Michael Quincey, Ann George	ICT	
Clive Bulmer	Ian Stamp, Derek Smith. Tony Skipper	Brian Walton, Janet Murray, Rob Carlyon, Ian Stamp			Ian Stamp	LA	
Robbie Robertson	Neil Rodgers -	Joe Priestley, Neil Rodgers	Robbie Robertson	Mark Cooney	Robbie Robertson	HRH	Robbie Robertson
Carol Winn-Davison , Richard Bain	Dave Davies, Andrew Lambert	Andrew Lambert	Andrew Lambert	Andrew Lambert	Richard Bain	Sandhill View	Andrew Lambert
David Haw	**David Haw**	**David Haw**	**David Haw**	Bill Miller	Steve Smith	Oxclose School	David Haw
Tricia Bateley, Helena Arden, Billy Hardy	Tricia Bateley, Helena Arden, Billy Hardy	Billy Hardy	Tricia Bateley , Billy Hardy	Billy Hardy	Billy Hardy, Tricia Bateley	Pennywell/Quarry View	Helena Arden
Michael O'Brien	Michael O'Brien	Michael O'Brien	Michael O'Brien	Michael O'Brien	Michael O'Brien	Washington School	
Simon White	Claire Menzies - clare.menzies@schools.sunderland.gov.uk	Alexandra Greenwell		Chris Allan		St Roberts	Simon White
Bob Stone, Graham Patterson	Graham Patterson	Bob Stone	Bob Stone	Bob Stone	Bob Stone	Biddick	Bob Stone
David Litchfield	David Litchfield	David Litchfield	David Litchfield	David Litchfield	David Litchfield	Castleview	
Pat Havord	Pat Havord				Colin Tempest	Pennywell/Quarry View	Pat Havord

P 1.2. BSF ICT OUTPUT SPECIFICATION SCHEDULE

Following the above a series of meetings was scheduled throughout 2007.The initial schedule is below.

Events to be accommodated.doc

Events to be acc

Alison [Alison@sunderland.gov.uk]

Copy Sent: 03 March 2011 16:15

To: Mr D. Haw

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Please note that the content of e-mail sent and received may have to be
disclosed by the Council in response to a request for access to
information.
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Business investors can access www.Investinsunderland.co.uk
Visitors to the City should log onto www.Visitsunderland.com
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Event	Date	Requirements
ITPD	Received 16th May 12.00	JW/AG to review
ITPD	17th May	SK to copy and distribute to evaluation team
Smart Building Working Group	22nd May	Accommodation for 15 from 9.00-3.30. Lunch at 12.30 for 15 Tea/Coffee/Water 9.00, 10.30
Leading and Managing Change Working Group	23rd May	Accommodation for 15-20 from 9.00-3.30. Lunch at 12.30 for 15 Tea/Coffee/Water 9.00, 10.30
ITPD	5th June	Accommodation for 25, from 9.00-5.00. Lunch at 12.30 for 20 Tea/Coffee/Water 9.00, 10.30 & 2.30 (for 20). Presentation facilities required
ITPD	6th June	Accommodation for 25, from 9.00-1.00. Tea/Coffee/Water 9.00, 10.30 (for 20). Presentation facilities required
ITPD	7th June	Accommodation for 25, from 9.00-5.00. Lunch at 12.30 for 20 Tea/Coffee/Water 9.00, 10.30 & 2.30 (for 20). Presentation facilities required
ITPD	8th June	Accommodation for 20, from 9.00-12.30 Tea/Coffee/Water 9.00, 10.30 (for 20).
Leading & Managing Change Meeting	12th,	Accommodation for 15 3.30-5.15 Tea/Coffee/Water
Leading & Managing Change Meeting	27th June	Accommodation for 15 3.30-5.15 Tea/Coffee/Water

P1.3 BSF Way Forward Meetings

Meetings between schools, LA and MSP took place throughout the life of the BSF contract. Their aim was to monitor and improve the quality of the service delivered; over 5 years there were more than 30. Below are just two sets of minutes from one of those meetings.

Sunderland City Council

BSF WAY FORWARD MEETING

Held On 13 December 2011 @ 8.30 am

Venue: Shackleton Room, Sandhill View

Present:

Diane — istant Head Of ICT, SCC – Chair
Paul — issioning Officer, Children's Services, SCC *see testimonial P3.6
John — issioning Lead, Children's Services, SCC *see testimonial P3.5
Mick — *see testimonial P3.4
Steph
David — elationships Manager, Children's Services, SCC
Ian Pa — roject Manager, SCC
Derek — M
David Haw, Deputy & ICT, Oxclose Community School
Gayno — , Bursar/Finance, Washington School
Nicola — puty & ICT, Castle View Enterprise Academy
Janet — Castle View Enterprise Academy
Beverl — ead Of Commissioning & Change Management, Children's Services, SCC
Mike — Executive Director, Children's Services, SCC
Allan — uty & ICT, Sandhill View School
Richar — Sandhill View School

In Attendance:

ZW, Minute Taker

1. Introductions:

2. Opening Statement From Chair Outlining Current Position:

Diane opened the meeting and clarified the purpose of today's meeting was to set the agenda requirements and frequency of future meetings. The BSF Way Forward Strategy Group Meeting will be the venue to discuss the present situation with the RM contract, which has another 2 ½ years to run.

Diane shared that she is aware that there are issues around the AMI system (Easy Trace), some of which have been resolved, but this forum can be utilised to look at how arrangements will work over the next two years left on the maintenance contract and plans for the future.

Mike suggested that this forum is utilised to discuss the way forward at the end of the current contract with RM.

Janet explained that she would like clarity from these meetings at the actual ownership of the equipment presently in use.

3. Future Meeting Proposals & MSP (RM) Monitoring Arrangements:

John shared that a meeting had been held on the 11 November 2011 with RM, from which it was ascertained that some individuals were not happy with the transition document. Attendees at that meeting agreed that any decision to convene further meetings, to discuss the high level information content within the transition document, needed to be made at this forum.

Beverley shared that there was a suggestion/proposal at the last meeting to not be involved with monitoring meetings and individuals were not happy with this; schools had felt that quarterly meetings would be beneficial but if issues were not separated then monthly meetings would be required and the first agenda item could deal with the KPI monitoring.

Richard expressed the view that historic issues with KPI's may need to be put to bed and the group concentrate on emerging topics. John explained that there are some punitive financial penalties incurred with the current KPI's but these meetings should be utilised on how to move forward. Richard agreed and expressed the opinion that issues in relation to KPI's historically had lead to negativity and an inability to move forward and that some issues raised did not meet the requirements of the schools and there is a need to look at positives.

Diane stated that KPI's are set within the contractual documentation and therefore need to be monitored. Any changes would need to go through a formal change control procedure. Diane agreed that the issues of the KPI's had been negative and there is a need to look forward rather than behind. Diane acknowledged that she was unsure what schools would need; Mick explained that at present a monthly report is forwarded to the LA who disseminates this information to the schools. Diane felt receiving combined school reporting would highlight key factors which can be brought to this meeting but individual school reports would be beneficial. Mick agreed to work with Mark Mayberry on a strategy on how to move this forward and to implement this for January.

Janet felt that if the historical issues were closed and monitoring restarted afresh there is a need to ensure that there is a strategy to correct issues and RM need to agree to a set time frame for this work to be completed. Janet shared that she feels one of the main issues is the feeling of working in isolation and felt it would be beneficial if general issues were put into an action plan. David agreed as this would provide a record of both outstanding and resolved issues. Mick shared that this information is available but has not been formally documented.

Ian enquired whether there had been any benchmarking reports for KPI's; Mick confirmed that the first report had been provided to SCC and a second report is in the process of being completed.

Ian felt that issues should be discussed between RM and individual schools on a weekly basis, as some issues may not be relevant to all. Issues which could not be resolved could then be discussed within this meeting.

David expressed the view that as technology is evolving we need to look forward, for example SMART and phone technology and therefore would like to take this topic forward. Richard agreed explaining that the initial plans had been to include this type of transformation and queried the possibility of a sub group where technological information could be shared.

Diane felt that professionals did not have time to attend three meetings and recommended RM representatives continue with individual school meetings and a second, larger meeting arranged involving all the schools, which could be in two sections:

1. To discuss joint issues
2. CPD – how people can get the best use of technology and transformation opportunities available from RM

David felt that it may be an inevitable outcome where students use their own technological devices in the future; Diane felt that there were issues which would need to be addressed before this could occur, for example safeguarding, security and the possible exclusion of more disadvantaged students.

Mike felt that the first two years, from the implementation of RM, has been utilised for fire fighting but the group should now be in a position where they can reflect.

Richard enquired if we are commencing these meetings in 2012 whether it would be useful to look at future requirements. Diane felt it was pertinent to look at this, taking into account what we have now, what will come next and future requirements. David suggested including budgetary information for future requirements.

Ian enquired about the position of a virtual learning network; David acknowledged that this was one of the proposed developmental areas but due to the problems encountered it had not been taken forward but felt that as this was subject based it would be difficult to put together. Janet queried Ian's understanding of the difficulties presently faced within schools, for example Ofsted, and feels many teachers would not be happy utilising this type of network as they arrange the course work to suit individual classes.

Diane summarised the meeting arrangements from the discussions:

1. The RM and individual school meetings will continue
2. RM and school representative group to meet every half term (with the recommendations that these meetings are held 1/2 weeks prior to the BSF Way Forward Strategy Meetings)
3. BSF Way Forward Strategy Meeting will be held every half term; any issues arising from 1. and 2. will be added to the agenda.

It was agreed the first Strategy Meeting will be held within the first two weeks in February. Paul agreed to arrange the meetings for 2012.

It was agreed that RM would circulate the KPI's. Diane suggested that within the first half term review discussions are held in relation to what schools require from the KPI's and what information is no longer needed.

4. Cashless Catering Discussions (AMI – Easy Trace)

Diane shared that following a meeting two weeks ago it was agreed that a discussion needs to be initiated on the issues being presented with Cashless Catering and the contract due to the large level of dissatisfaction over this service provision. There is also a lot of confusion of who actually owns what assets.

It was confirmed that the technical contract with AMI was agreed for a 5 year period.

Mick explained that the contract with AMI is totally separate from the contract with RM, although RM is the parent company. Mick explained that RM have agreed that their technical support provisions within the schools would, where possible, provide support with the AMI system.

Derek informed the meeting that RM are actually in the process selling AMI as a going concern.

David stated that he did not feel AMI provided adequate technical support for the product, as there is no local services manager and their response times are not fast enough, 24/48 hours. David shared some of the problems which can be encountered if the readers/tills go off line, for example this has impacted on lessons. David shared his belief that due to the length of time the system takes to serve the students many are making other arrangements for lunch which means the school is losing revenue.

David shared that he has been looking other providers and costs, for example CRB which would incur initial costs of £17k and then £4-£5k annually thereafter; although he felt that this could be recouped through the salary savings.

Diane shared her concern about the confusion around AMI and enquired if it would be possible to request a representative from AMI to attend the next meeting; Derek agreed to arrange for an Account Manager from AMI to attend.

Ian shared concerns that AMI have provided both sub standard equipment, some of which has a limited lifespan, and software and felt this had not met the contractual agreement with AMI and raised the issue of receiving compensation; Derek did not wish to expand on this area of topic but reiterated that RM had provided technical support, outside of their contractual agreement.

Diane agreed to liaise with the 8 BSF schools to ascertain who is covered by the system as she is aware that not all the schools signed up for this service.

Other Discussions

Mick and David agreed to provide a breakdown of what is actually owned by individual schools, what is contracted etc and bring this to the next meeting.

Diane shared that if a different option other than extending the RM contract was utilised, a separate meeting would need to be convened and representation from HR and Legal would need to be invited to ensure all factors for the end of the contract were discussed, for example TUPE.

Derek shared that he does have information on other services available which he could share. It was agreed that these meeting would need a full breakdown of financial options if some schools decided to opt out of the service. Mick and Derek agreed to provide this information.

5. Any Other Business:

Diane explained that the issues she had for any other business had been covered within the agenda items.

Janet requested information from RM on what could be offered after the 5 year contract is completed with AMI to inform future discussions.

David shared that he feels the safety of the partnership for getting shared resources is important.

Janet stated that some academies within the Partnership had not taken the option for these services and she agreed liaise with these academies for information on the services they have utilised.

Paul agreed to contact and share information with the schools that had not been representatives to this meeting.

6. Date & Time of Next Meeting:

Paul agreed to circulate the meeting dates for 2012.

Sunderland City Council

BSF WAY FORWARD MEETING PART 1 (SCC & SCHOOLS)

Minutes of meeting held on: Tuesday, 23rd October 2012

Present:	John		Commissioning Lead, SCC
	Paul		Commissioning Officer, SCC
	Katie		Switch Officer SCC
	Nico		Castle View Enterprise Academy
	Neil		Red House Academy
	David Haw (DH)		Oxclose Community School
	Chris		Washington School
	John I	*see P3.7	Washington School
	Graha	)	Biddick School Sports College
	Gaync	GC)	Washington School
	Lorrai		Sandhill View School
	Alan I		Sandhill View School
	Denis		A360
	Debbi		ICT, SCC
	Paul T		ICT, SCC

In attendance: Zena Wilkinson, Minute Taker

		Action
1.	Apologies and Introductions Apologies were received from Diane JM explained that DD had hoped to attend the meeting and share details of the CLOUD and how this would work but she was presently at an event in Venice following Sunderland's position as a leader in Europe. A presentation had been arranged for the 30th November whereby DD would present information on CLOUD and what Sunderland SCC could offer. Minutes of the previous meeting: The minutes of the previous, held on 6th July 2012, were accepted as a true record with the following amendment: Page 2: *NB informed that no representatives from RM had been on site….* Matters arising: Item 4 : Potential RM recharge changes through change management: PO had, at the previous meeting, produced a paper documenting the pupil roll changes within schools, some rolls had increased and others decreased, the idea being possibly redistributing charges based on these revised figures – representatives stated that this was not going to happen and they were still looking for a reduction from RM. PO shared that RM had felt they were still maintaining the same number of PC's. JM informed the meeting that he recently attended a meeting with representatives from RM (to discuss the annual KPI's and changes) and costs had been discussed. JHa shared concern because RM already wanted to charge for extra's due to the economic climate, he did not feel there would be any goodwill gestures by them. JHa stated that he felt SCC should take forward the request to RM, about reducing costs, because the schools had not been involved in writing the present contract. JM agreed to take this forward on behalf on the schools formally. PO informed the meeting that the there was nothing recorded within the present contract for variations. DH shared that he believed the contract was heavily weighted towards the provider rather than the client. JHa suggested possible leverage may be given by	JM JM JM

	RM if it was suggested that a report was going to be released about the services provided. JM agreed to discuss this issue with DD. JM shared that during the KPI meeting RM had proposed areas as either Amber/Green and it was suggested that some of these should be red; JM stated that he believed this highlighted the different perspectives within the relationship. GP informed the meeting that he was concerned if RM believed there was no chance of continuing the present contract there would be no possibility of improving the service provided presently and the service provision may decline. JM shared that further discussions had been held with Legal colleagues and believed that this information would be shared by DD during the November event. PO informed the meeting that the legal representatives had stated that soft marketing should not affect the current contract with RM, and RM had been given permission to approach the schools to re-negotiate contracts. JH informed the meeting that he would like to recommend the school representatives met separately to discuss the current issues/options available, including concerns about future council support, taking into consideration the reduced staffing situation and enquired if this meeting could be facilitated. JM confirmed PO could facilitate the arrangements for the meeting. DR confirmed that she was unable to provide full details of the November event but would check with DD whether there was an action plan including intentions and timelines.	PO DR
2.	RM Issues JM agreed that he would raise the issues discussed, under Item 1, with RM at the following meeting and enquired if there were any further issues. DH shared concern that he felt they were being pressurised to purchase from the RM catalogue; explaining he felt the hardware available was poor and not best value. JM explained that during the KPI meeting procurement had been changed to red. DH shared that getting reimbursements from RM was problematic; DG confirmed that their school were also encountering these difficulties. AL shared problems encountered over the Summer holidays when they had upgraded to Windows 7 and software previously available was no longer accessible; the RM engineers had flatly refused to install the programs again even	

	though they were initially installed, on site, by their technician and he had been informed these programs should have been set up on line historically. DH shared that his school does not allow local installation of programmes because of this issue. JM received confirmation that this problem appeared specific with RM and received confirmation that schools were working closely with the engineers. JM enquired if these problems came up in the monthly meetings but was informed there were no longer monthly meetings with RM, these meetings had now been arranged termly. JH shared that the Integris reports available did not meet school needs, for example the reports did not allow grade information to be stacked and schools still did not have a reporting tool. JM was informed that schools had been informed CC4 does not work with Windows 8 and the schools would like clarification from RM of resolution options. PO shared that RM believed that refund of Intergris, given early in the contract, included the intelligence tool; DD had refuted this claim and was looking for historical evidence. DH stated that the refund was provided because the system did not work and the school had had to do the legwork and he believed the refund was an acceptance that RM had let them down. GC raised concern about RM Books, another product which RM was pushing for schools to purchase. She had discovered that the product was totally incompatible with the main online book formats such as the kindle and kobo; GC explained that she was awaiting information from RM about the product purchased. Communication was raised as an issue; JM agreed that he would raise this at the meeting with RM and enquire if a weekly update could be provided. It was noted that RM had agreed to provide information on schools where their software was working and this information had not been forthcoming. JHa shared that there had been positives and his schools had had some beneficial days with RM discussing emergent technologies. JM agreed to discuss issues with DD to see if the council could be more supportive with schools for future information/best practice.	
3.	**Cashless Catering Discussions (AMI-Easy Trace-Jonas)** GC confirmed that there were still problems with the cashless catering system and their school had had problems with the card readers, since September, which had not been resolved.	
4.	**Contract End Options** Members were informed that further meetings, with Legal and Procurement colleagues, would be ongoing.	

	Members were recommended to attend the CLOUD event in November.	
5.	**Any Other Business/Joint Issues:** Issues already discussed during the meeting.	
	Any Other Business: Representatives of RM left the meeting. JHa urged caution in terms of PM's meetings with individual schools and questioned whether they should meet with him as a group; JM acknowledged that issues were interlinked. GP stated that during his meeting with the representative he would be stating that there are some parts of the services the school were happy with but not with the current price and they would need to provide both an individual price for the school, a collective price and a price if schools decided to take the services forward as a cohort (with discounts). JH suggested requesting a list of questions from the group and circulating these to all individuals. AL recommended a deadline be set for this due to the schools internal information system. DH agreed to liaise externally in relation to services provided to schools by RM. JM informed the meeting that he was uncertain whether DD's proposals would list actual costs; DR shared that she would be providing a brief for DD from the meeting; she was aware the event would cover Cloud. JH requested DD to provide an estimated ball park figure for the event. NB confirmed that he had approached other providers and JM received confirmation that the quotations provided were more than expected.	DR
7.	**Cashless Catering/AMI/Jones:** Richard Grazier joined the meeting. JM explained that RG had been invited to attend the meeting following problems encountered with the cashless catering system and invited the representatives to share the problems encountered: - GC shared that there were ongoing issues being encountered with their school because of the system; RG stated that he and his engineer would happily visit the school to look at the issues being encountered first hand. - NB shared that she believed the service had deteriorated over the last couple of months, both in terms of the software/hardware and customer services, which she described as abysmal. - Concerns were raised about not getting a response when contacting the help desk and it was highlighted that the only time any work was taken forward was only after RG had been contacted directly. The following issues were highlighted during the meeting: - One school had four cash loaders, three of which were not accepting notes - It had taken 7 weeks for a card reader to be fixed - Hardware was found to be unreliable - Services and support provision were problematic	

- There were security issues within the system (for example one Headteacher had been recognised as three different people)
- Information had been lost

RG acknowledged the problems being experienced and confirmed there was a need to understand RM's involvement with the process. RG explained that the servers, running the software, were through RM's managed services, and he believed there was need to work this out.

RG explained that until a fundamental change was implemented (involving the CIF agent within this environment) the loss of information could happen at any time. RG explained it was the CIF agent which had sent the message to delete the information and Jonas had no control over this and the CIF agent was not required to make the system work.

RG informed the meeting that he had given RM notice, for the end of the year, to sort this out and work was currently being undertaken with RM, to introduce an AP which would improve the system; RG informed the meeting that the AP was undergoing testing at the present time.

JHa explained that he was involved with two schools; one of which was within BSF, but both school had encountered trouble with the service and, because of this, the school were losing sales. JHa stated that he had been informed by an easytrace engineer that the only solution was to upgrade the software, at a cost of £2,000, which he felt was unacceptable.

RG confirmed there would be a cost attached to the improvement but the overall cost was unknown, because he was preparing a proposal whereby schools would only be charged for the engineer's time. RG agreed to pay for the SQL licences from the contract contingency fund, and they will try to remotely update the software.

RG informed the meeting that it had been found that if Integris was updated there was a need to ensure the service was still running, otherwise problems could occur; RG confirmed that this issue had been addressed within the new software. RG acknowledged that the schools had had problems for an extended period of time but explained that he did not want to release the new software until full testing had been completed.

RG recommended that the schools ensured that sequential back ups were undertaken and informed DG that if the school contacted him directly, when undertaking a back up, he would arrange for a technician to assist with the process.

RG informed the meeting that:

- An agreement had been made, with RM, to update all sites with an up-to-date SQL.
- Removing the skin from the readers would improve their performance and his technician could demonstrate how to do this.
- The present Bio store utilised was problematic.
- Technical support should improve, once training was completed, following the appointment of two new technicians.

RG acknowledged there would be a need to upgrade the SQL and the new biometric database and the information presently stored could not be migrated.

JM acknowledged that the arrangements and situation appeared more positive; GC agreed but JM reiterated that their schools could not work with the present level of support provided; explaining that they still had an issue outstanding which had been reported in September and a further issue, reported on 15th October.

GP shared that following an incident in June three reports, previously available, were not longer accessible and he had been informed that these would not be accessible until work was undertaken with the SQL server; then following a further crisis in September the three reports re-appeared; GP voiced his scepticism of whether the reports were available in the first instance.

RG explained that the Customer Support Network was being reviewed, to include an extra first line and acknowledged that there was a need to ensure that customers received feedback; implement a process to inform customers when issues had been fixed and testing needed to be undertaken. RG shared that the new process details would be shared with all customers.

JM acknowledged the information provided by RG and enquired how the improvements would be implemented. RG confirmed:

- An update would be undertaken at the end of the month to both identify issues and to release software.
- Direct contact details, for Jonas, would be circulated to the schools – discussion was undertaken in relation to the managed services and it was agreed that issues would be reported through the present system but Jonas would be informed that the issue had been reported; RG stated that he would provide customers with a daily update.
- Darren would check coin mechanisms, following the introduction of a new pound coin.

JHa requested confirmation, in concrete terms, what schools could expect from the visits to be undertaken: RG stated that it was hoped that Darren could fix most problems on site but if the system could not be fixed Jonas would know exactly what needed to be undertaken.

RG reiterated there would need to be SQL server updates, the schedule was unknown at present but this would be for all Sunderland schools: RG acknowledged that the work would either need to be scheduled during holidays or after the 2.00 pm lunch period, which would allow immediate tests to be undertaken and, if required, the system could be rolled back.

DG shared that the school had received readers without any instructions for the technicians; RG agreed to confirm whether this was part of the maintenance contract and contact DG with outcome.

GP raised that RG, during a previous meeting, had stated that if he could not get the system to work satisfactorily he would arrange for this to be replaced with Gladstone – RG confirmed this statement but the new system would still need the updated SQL; RG requested the BSF group to give him until the end of 2012 to get the present system sorted; if not sorted then he would provide Gladstone free of charge.

	DH explained that Oxclose was so frustrated with the AMI service that they had reinstated their service from CRB. While this was expensive they felt they had no other option in view of poor quality and reliability of the AMI service	
8.	**Date & Time Of Next Meeting:** Tuesday, 11 December 2012 8.30 – 12.00 pm at the Shackleton Room, Sandhill Centre	

Sunderland City Council

Tensions between schools and MSP had become such that two separate meetings took place (Part 1 then Part 2) the first without and the second with the MSP,

BSF WAY FORWARD MEETING: PART 2 (SCC, SCHOOLS, RM)

Minutes of meeting held on: Tuesday, 21st October 2013

Present:	Diane	Acting Head of ICT, SCC - Chair
	Paul C	Commissioning Officer, SCC
	David Haw (DH)	Oxclose Community School
	Graha	Biddick School
	Vicky	Red House Academy
	Paul M	CVEA
	Alan L	Sandhill View School
	Maxin	St Roberts of Newminster
	Lorrai	Sandhill School
	Chris	Washington School
	Vikki F	Oxclose Community School

RM Representatives: Mike B, Paul Gi Paul Gr, * see P3.3 Peter Murphy and Paul S * see P3.2

In attendance: Zena Wilkinson — Minute Taker, SCC

		Action
1.	Apologies and Introductions Apologies received from Douglas H	
2.	**Minutes of previous meeting:** The minutes of the meeting, held on 9th July 2013 were accepted as a true record. Matters Arising: DH raised concern in relation to the interfaces between 365/OVI licences. There is currently a deal from RM where Microsoft are offering free licenses for pupils if the School took paid for Staff. MB was not aware of the offer as it had just come out in Sales. However Peter Murphy was aware of the offer and agreed to send this to Mick so this could be passed onto to the Schools. Action for Paul Gibson, Operations Manager to liaise with Adrian Murphy. MB/PG asked for examples and for examples to be kept and passed to PG. Members explained that the examples were not available as the	MB

	issues appeared to resolve themselves after a couple of days. MB requested members to monitor the situation. MB confirmed that Smartcache internet filtering tool is going end of life on the 31st August 2014. DD questioned if schools were aware of what needed to be done to support this. MB confirmed that Schools were aware and that they had been aware for some time. All Schools have been in discussion with RM and the have prices for a replacement system. RM have supplied quotes for Smoothwall and Lightspeed products.	
3.	**<u>Any Issues from Part 1</u>** DD acknowledged that most of the issues raised within Part 1 of the meeting were around ANC ICT 103 which was on the agenda. DD informed RM representatives members had raised a question in relation to the following issues: - Having to pay for an RM representative to be on site because the service they provided was not cost effective. DH provided a summary of the issues encountered whilst the representative was at his school. MB acknowledged that Don was attending some schools to provide support but stated that if there were any issues in relation to the Site Creator members could contact him directly. - The amount of time allocated provided to schools, for Don to attend, prior to charges being implemented. MB stated that this was a two way process for schools to contact Don to visit. Members confirmed in one instance Don had visited but the instructions given to the on site technician had not worked. MB stated that he was aware that some issues had arisen at some of the Schools CL acknowledged that a lot of information was required for Site Creator, in advance, for example timetables, staff lists etc. MB agreed to discuss this with Matt Edwards so that a check list of information could be put together. This would allow a slicker process. MB advised that this was still a new tool and that we still needed to learn the lessons as we move forward. - DH shared that following a staff inset lesson their school appeared to be running out of licences for this product which he did not understand as they had 250 licences and only 150 members of staff and questioned how these could be retrieved. MB agreed to feed this back to Becky Senior and discuss issues with Matt Edwards and feedback.	MB MB
4.	**New Contract Update** MB questioned what the present situation was with the contract. DD shared that there were some areas where legal advice needed to be sought, for example the City of Sunderland Councils role in going forward and stated that she believed Jonathon would liaise with RM directly. GP and DH had also raised possible liability issues which needed to be clarified.	
5	**ANC 103**	

	RM representative provide a presentation updating members of ANC ICT 103. The presentation covered the communication back to RM and the setting of expectations to the LA and Schools of what can be achieved. There is a high reliance on Development catching up with MIS Dataview, SCORM Boardworks packages and Parental engagement. There are no timescales for these at this time. The Schools did acknowledge that it was best to start this work now as the Kaleidos Learning Platform will close in August 2014, Exchange is end of life and an alternative will be required by August 2014 and that to have the benefits of Integris including the trial of J Reports and the SISRA integration that relocation was the best option. On top of this depending on development, savings can be given to the Schools when the Sunderland Data Centre is closed down.	
6.	**RM UNIFY/0365/Site Creator or RM Unify/Google** Members of the meeting received confirmation that RM Unify would be available for trial. DH stated that he believed an update of the Applications that are available and the future release of applications would be beneficial. MB explained he believed the details of the applications availability and the future applications were made available in the 4 links at the end of the briefing document. MB also advised that there was a Trello Board which updated on a regular basis new and forthcoming applications. Members of the meeting questioned the best route to feedback issues/questions. MB stated these issues and concerns should be passed to the Senior Education Consultant (Don), Education Development Manager (Becky Senior) or Service Delivery Manager (MB). DH highlighted that his school was having problems changing the tiles and questioned how this was undertaken. MB explained there was a need to arrange Site Supervisor or Admin access and this could be raised with the Senior On Site Engineer who is currently undertaking this task until it is handed over to the School. AL questioned whether technicians had been trained on Unify; the meeting was informed one of the schools technicians had no knowledge of the package. MB stated the technicians should know the product but Don would be able to advise how to use it and stated that back office staff were also available should advice be needed. PG stated that any issues should be logged onto the queue. LR highlighted that there were issues when logging these as the issues appeared to get passed around. PG to review the logging of these issues and confirm with the CMS Team Leader that there is a clear process. AL questioned whether RM was learning lessons from Scotland's issues. MB and PM advised that lessons had been learnt in Scotland, Dudley and Stoke but that the products were still new and going through constant development. As early adopters of these products then there will be development and lessons learnt continuously. MB recommended to AL and LR to undertake the trial and then arrange for Don to attend site. MB advised that RM would arrange for a RM Site Senior from CVEA to attend	PM

	site to take AL/LR through RM Unify and to ensure that the on-site engineer at SHV was up to speed with RM Unify and the RM Unify admin role. DD questioned whether schools would be charged if they requested Don to attend. MB stated that they had not been charged up to the agreed date of when the Senior Education Consultant would finish. After this date the Schools would use the Call Off fund to pay for extra hours of the Senior Education Consultants time. The Schools have been allocated £2,750 per School for this purpose. This should be used to first of all set up RM Unify, Office 365 and use the tool Site Creator or set up RM Unify/Google. Once this is done then this fund should be used to help any migration of data from the Kaleidos Learning Platform to the areas the School would like to use in the future. However once the £2,750 has been used at a School then the School will be responsible for the migration of the remaining data. Extra hours or days can be purchased from RM when the Call Off Fund has been used. Site Creator Tool - PM informed the meeting RM were in the process of rolling this out to 100 schools and agreed to enquire if they had a check list of what the schools would need to have prepared ready for access. DD explained that when it was agreed under ANC ICT 103 to relocate Integris, migrate from Exchange to Office 365 email and switch off the Kaleidos Learning Platform it was hoped that RM would have provided further updates to v1.4 of the document sent by RM to SCC. MB stated that he had been in contact with SCC prior to the meeting to ask about agenda items and to ask for a pre-meeting so that this could be discussed. MB had no response to the request and produced a set of slides to run through what had been agreed and to ensure that expectations were set moving forward with target timescales if these were available as per ANC ICT 103 response from SCC. DD stated that it was expected that there would be an update to document 1.4. MB advised that he had been provided no feedback on the document since RM responded and that it was assumed that the document was up to date and had answered the questions from SCC and the Schools. As there was no pre-meeting to determine what was expected and no feedback on the document it was felt by RM that there should be a review with all three parties to ensure that everyone was aware what was being signed up to and that expectations were correct. DD asked if the document can be updated prior to the next meeting and sent to SCC. The document would then be reviewed on the 10th December. DD questioned whether there was a revised target date. MB stated that this is dependent on the ANC development team finding solutions for the three critical areas of; 1. MIS Dataview, 2, SCORM/Boardworks packages and Parental Portal. There are no target timescales but development is changing on a weekly basis. It is hoped to have a better estimate between January and March 2014. MB stated that if schools were happy for the relocation of Integris to take place that this should release a small amount of the cash savings. This would be in the form of a reduction in the Base Service Charge the month after Integris is relocated. RM is still aiming for November 30th but this would depend on Resource availability. RM stressed that the original	MB

	dates of the 30th November were no longer feasible after the delay to the ANC and at one point the rejection of the ANC. Integris is the only part of the ANC that had a chance of still being on target. DD highlighted that within the questions submitted to RM number 7 covered Dashboard and RM's views re timetables and she had hoped Agenda item 9 would be covered. DD shared details of the other questions which were raised and questioned if any updates were available. MB stated that he did not know these questions would be discussed at this meeting and therefore he had not come prepared to provide the responses. MB had requested a pre-meeting and asked for feedback on the V1.4 document but that there had been no response from SCC. MB sent agenda items to SCC prior to the meeting and the agenda had been accepted and put onto the Agenda for the day. At no time was RM contacted to ask for a complete run through of these questions. DD stated that she felt, as part of ANC, RM representatives would have been prepared with the answers to the questions raised and requested that these were made available for the next meeting. MB advised that the answers to the questions in document v1.4 had been answered and passed to SCC a number of weeks prior to the meeting. No feedback had been forthcoming on the documentation. The ANC had asked RM to move forward with the ANC and to provide an update on what the new timescales would be moving forward. Target timescales where available were covered in the presentation given by MB. MB also verbally updated on the timescales where known to the meeting. MB stated he would look through the questions with the Learning Platform Team and would respond before the next meeting. MB explained that he believed the meeting was to set the expectations and reiterated he would provide a response to the questions before the December 2013 meeting. DH questioned how CL had tackled issues which had arisen. CL explained he believed the issues were around the information which was being transitioned over. DD was informed Classroom Monitor was now available on line.	
7.	**Strategy & Development** Item discussed in full within previous items.	
8.	**Integris J/Adhoc Report Live Demonstration** RM representatives provided a demonstration of the Integris J Reporting System. Following the demonstration the members of the meeting made the following comment: - Pleased to see the Integris J Reporting system appeared to have come to fruition. Members of the meeting raised the following questions: - Would training be available to use the system?	

	RM representatives stated that training was being considered at the present time to ensure the course allowed maximum usage of the tool. Reports available could be specific to person, schools etc but there was a need to check on the provision of sharing reports through schools. MB informed the meeting RM were still undertaking road map/requirements for parental reporting and shared that new statutory law was expected to be implemented. - Would there be a need to have further passwords to enter the tool. RM explained that they believed it was more secure if a second password requirement was implemented but this option could be left to the individuals schools. - CL questioned whether the system would time out. RM stated that work was being undertaken on this now so individuals did not have to log off other systems to gain entry. RM agreed to check out timetables access and an efficient way of how to get this for staff but believed the student profiles would include this. DH recommended that if members of the meeting were considering purchasing Integris there was a need to confirm it could interface into parental access.	
9.	**SISRA Integration** A full SISRA Integration update was given to the meeting. Questions raised in relation to SISRA would be responded to by Paul Grubb/Paul Chew. These questions would be fed back to MB before the next meeting.	PG/PC/MB
6	**Date & time of next meeting:** Tuesday 10th December 2013 8.30am – 12, Shackleton Room, Sandhill Centre	

P2. Embryonic Study

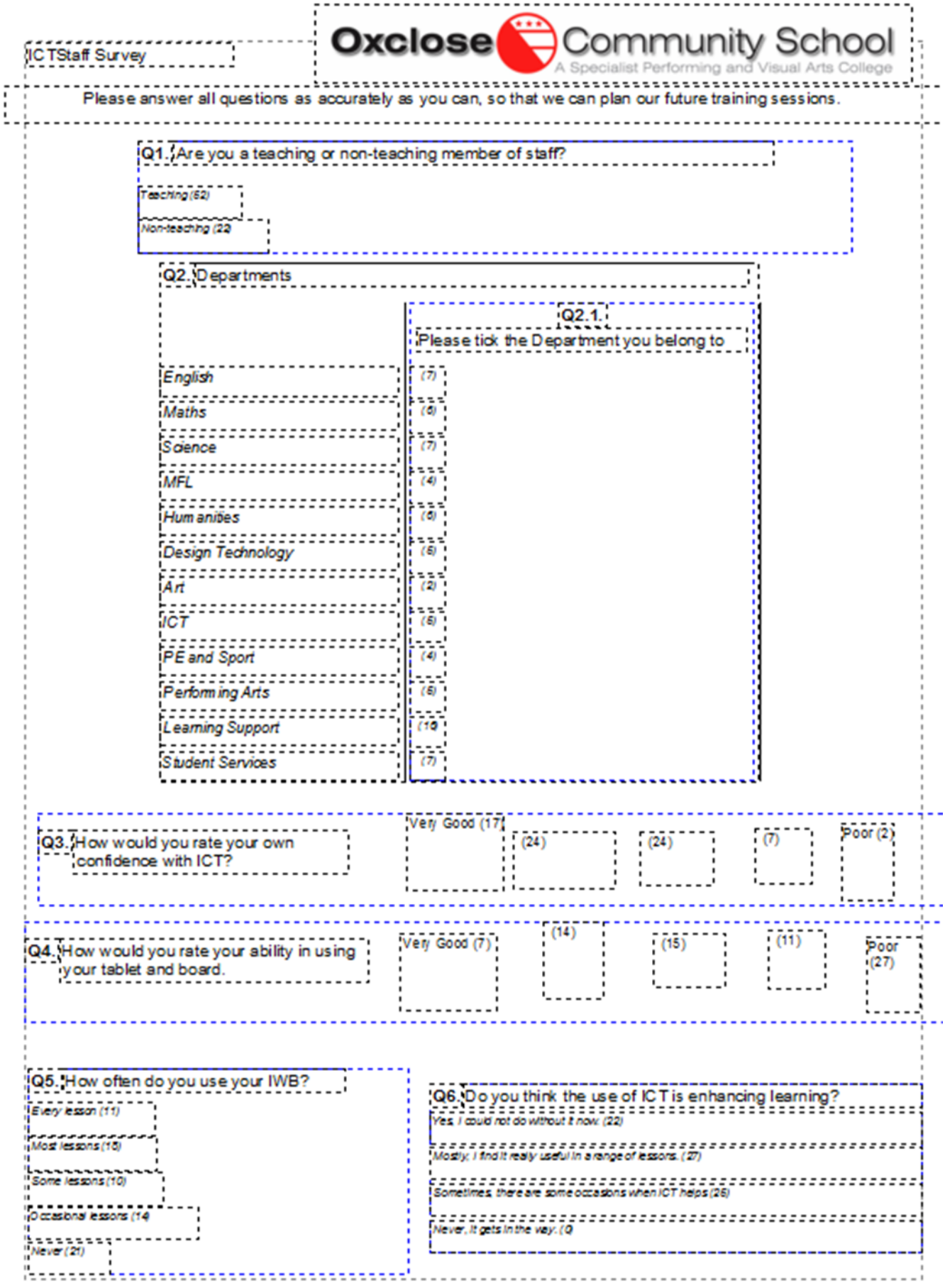
This study was carried out in the first term after the opening of the refurbished school in 2007, just after our official BSF opening as a 'quick win' and prior to the implementation of the managed service contract.

The design included three main elements:

1. Observations by Senior Leadership Team (SLT) members: This involved a visit to each department by a member of SLT, for 2 periods, one at each Key Stage. In each hour as many lessons as possible were visited and records made of ICT use on an agreed check list. 74 lessons were visited. SLT members were also encouraged to visit the Independent Learning Centre (a large space, equipped with 70 computers that supported independent study) and note their observations.
2. Pupil Survey: A questionnaire issued and completed during a tutorial session. 757 pupil questionnaires were returned.
3. Staff Survey: Also a questionnaire issued and completed during an INSET session. 52 teacher and 22 support staff questionnaires were returned.
4. Its aim was to plan CPD around the use of ICT.

The 'top line' results follow along with my subsequent report.

P2.1 Staff Survey



ICTStaff Survey

Oxclose Community School
A Specialist Performing and Visual Arts College

Please answer all questions as accurately as you can, so that we can plan our future training sessions.

Q1. Are you a teaching or non-teaching member of staff?

Teaching (62)
Non-teaching (22)

Q2. Departments

Q2.1. Please tick the Department you belong to

English	(7)
Maths	(6)
Science	(7)
MFL	(4)
Humanities	(6)
Design Technology	(6)
Art	(2)
ICT	(6)
PE and Sport	(4)
Performing Arts	(6)
Learning Support	(10)
Student Services	(7)

Q3. How would you rate your own confidence with ICT?

Very Good (17) (24) (24) (7) Poor (2)

Q4. How would you rate your ability in using your tablet and board.

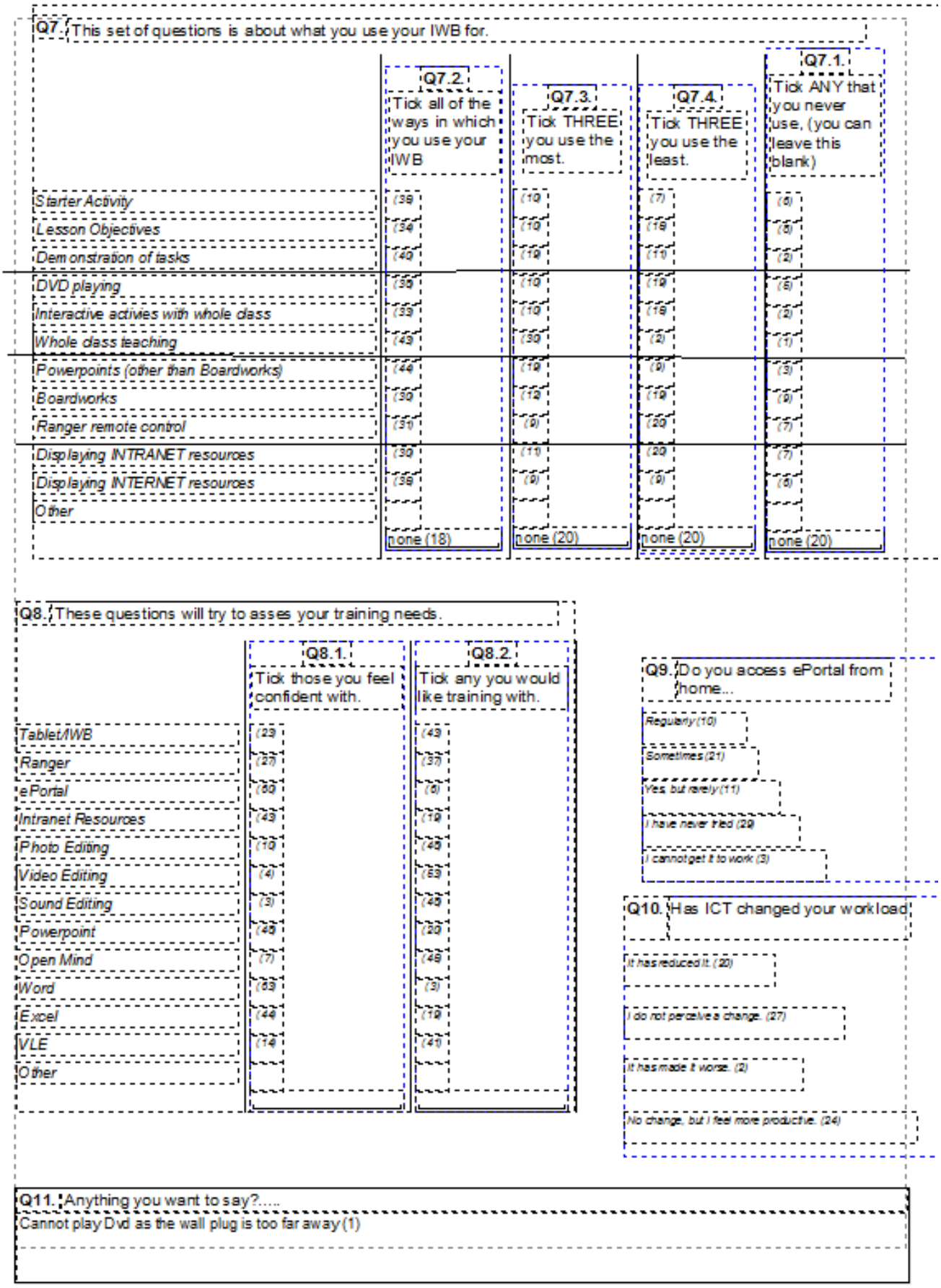
Very Good (7) (14) (15) (11) Poor (27)

Q5. How often do you use your IWB?

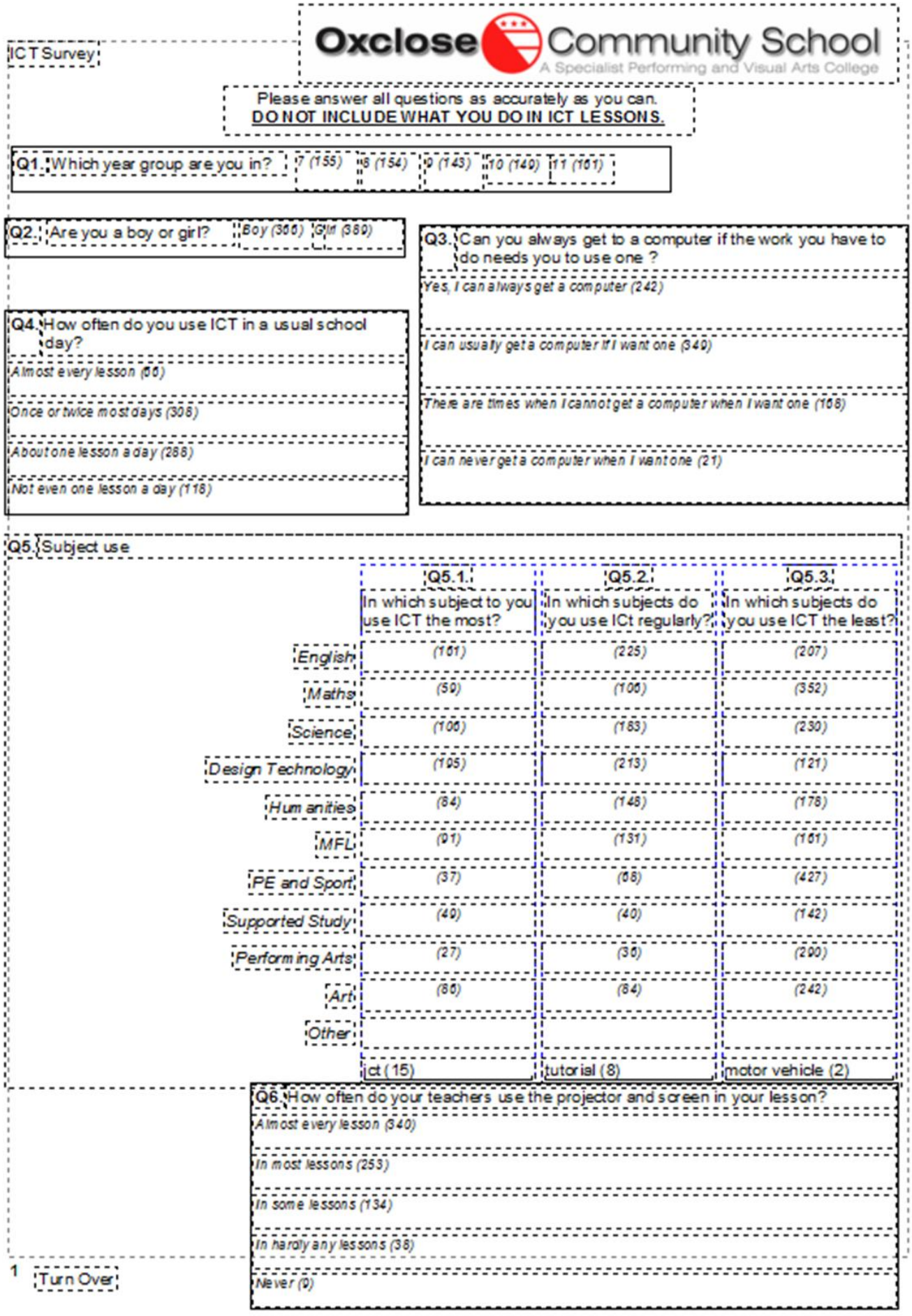
Every lesson (11)
Most lessons (15)
Some lessons (10)
Occasional lessons (14)
Never (21)

Q6. Do you think the use of ICT is enhancing learning?

Yes, I could not do without it now. (22)
Mostly, I find it really useful in a range of lessons. (27)
Sometimes, there are some occasions when ICT helps (26)
Never, it gets in the way. (0


Q7. This set of questions is about what you use your IWB for.
Q7.2. Tick all of the ways in which you use your IWB
Q7.3. Tick THREE you use the most.
Q7.4. Tick THREE you use the least.
Q7.1. Tick ANY that you never use, (you can leave this blank)
Starter Activity (39) (10) (7) (6)
Lesson Objectives (34) (10) (19) (5)
Demonstration of tasks (40) (19) (11) (2)
DVD playing (35) (10) (19) (5)
Interactive activies with whole class (33) (10) (19) (2)
Whole class teaching (43) (30) (2) (1)
Powerpoints (other than Boardworks) (44) (19) (9) (3)
Boardworks (30) (12) (19) (9)
Ranger remote control (31) (9) (20) (7)
Displaying INTRANET resources (30) (11) (20) (7)
Displaying INTERNET resources (39) (9) (9) (5)
Other
none (18) none (20) none (20) none (20)
Q8. These questions will try to asses your training needs.
Q8.1. Tick those you feel confident with.
Q8.2. Tick any you would like training with.
Tablet/IWB (23) (43)
Ranger (27) (37)
ePortal (50) (6)
Intranet Resources (43) (19)
Photo Editing (10) (45)
Video Editing (4) (53)
Sound Editing (3) (45)
Powerpoint (45) (20)
Open Mind (7) (46)
Word (53) (3)
Excel (44) (19)
VLE (14) (41)
Other
Q9. Do you access ePortal from home...
Regularly (10)
Sometimes (21)
Yes, but rarely (11)
I have never tried (29)
I cannot get it to work (3)
Q10. Has ICT changed your workload
It has reduced it. (20)
I do not perceive a change. (27)
It has made it worse. (2)
No change, but I feel more productive. (24)
Q11. Anything you want to say?.....
Cannot play Dvd as the wall plug is too far away (1)

P2.2 Pupil Survey



ICT Survey

Oxclose Community School
A Specialist Performing and Visual Arts College

Please answer all questions as accurately as you can.
DO NOT INCLUDE WHAT YOU DO IN ICT LESSONS.

Q1. Which year group are you in? 7 (155) 8 (154) 9 (143) 10 (140) 11 (161)

Q2. Are you a boy or girl? Boy (366) Girl (369)

Q3. Can you always get to a computer if the work you have to do needs you to use one ?

- Yes, I can always get a computer (242)
- I can usually get a computer if I want one (340)
- There are times when I cannot get a computer when I want one (108)
- I can never get a computer when I want one (21)

Q4. How often do you use ICT in a usual school day?

- Almost every lesson (66)
- Once or twice most days (308)
- About one lesson a day (288)
- Not even one lesson a day (118)

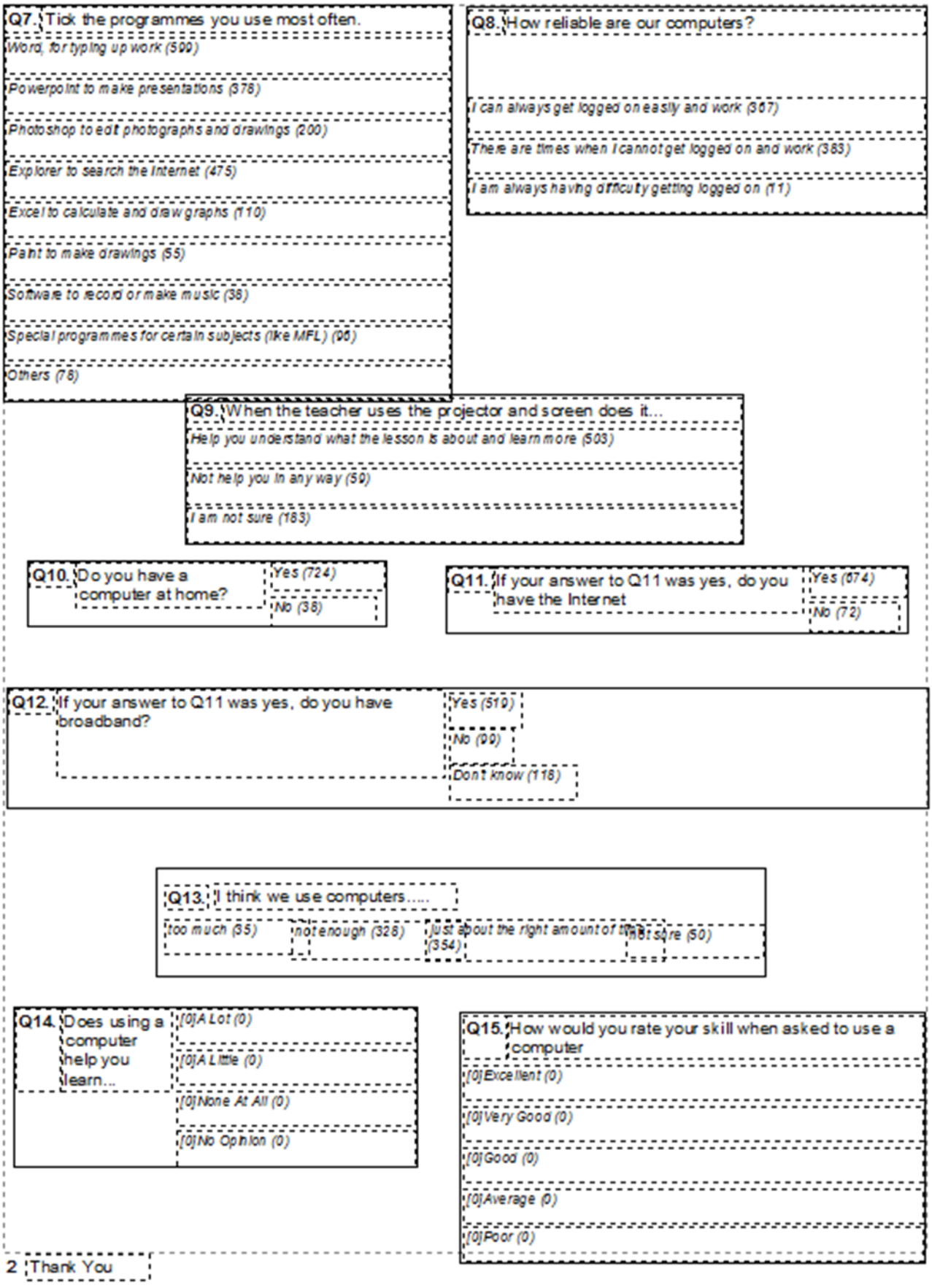
Q5. Subject use

	Q5.1. In which subject to you use ICT the most?	Q5.2. In which subjects do you use ICt regularly?	Q5.3. In which subjects do you use ICT the least?
English	(161)	(225)	(207)
Maths	(50)	(106)	(352)
Science	(106)	(163)	(230)
Design Technology	(105)	(213)	(121)
Humanities	(84)	(148)	(178)
MFL	(91)	(131)	(161)
PE and Sport	(37)	(68)	(427)
Supported Study	(40)	(40)	(142)
Performing Arts	(27)	(36)	(200)
Art	(80)	(84)	(242)
Other			
	ict (15)	tutorial (8)	motor vehicle (2)

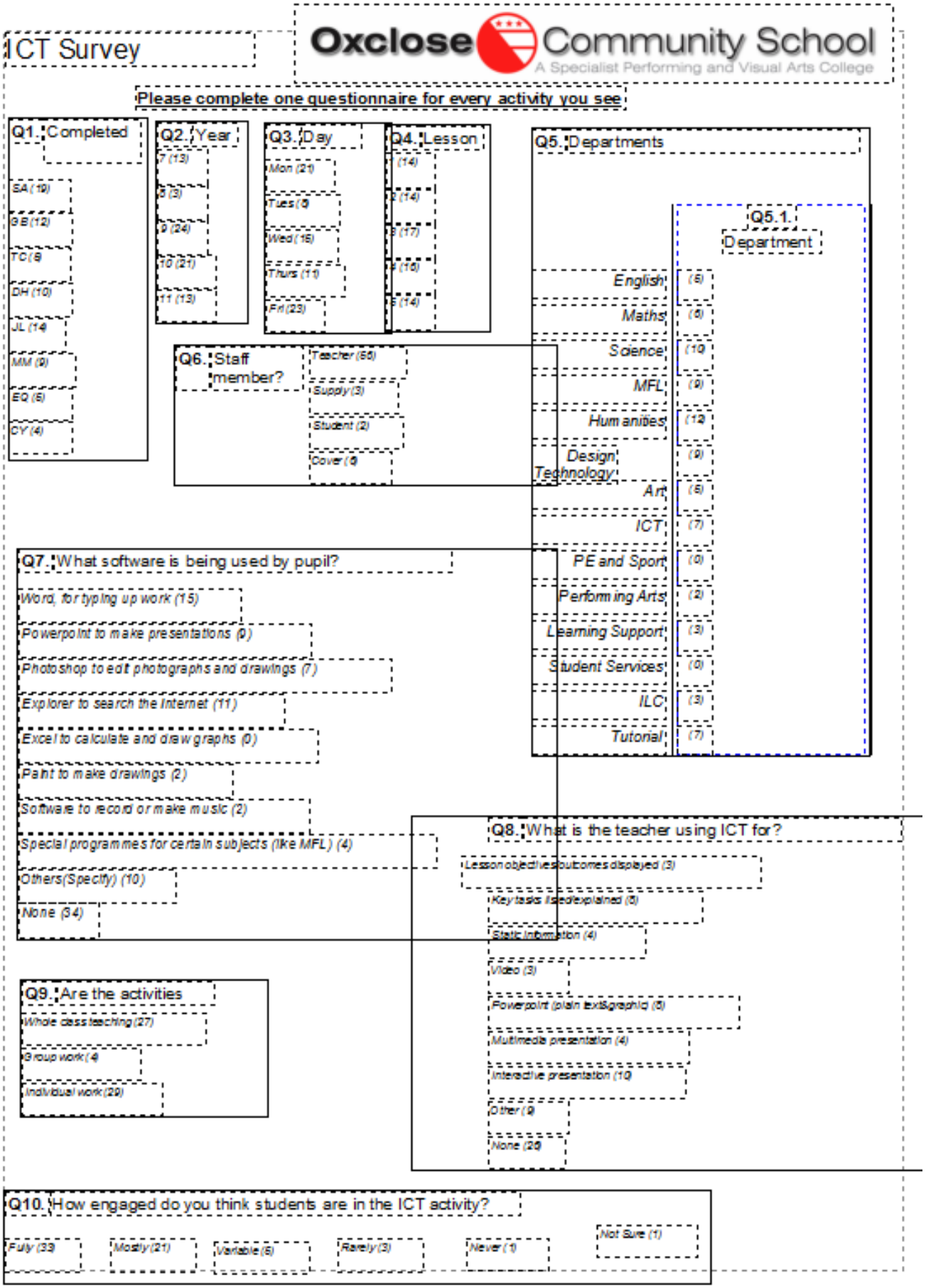
Q6. How often do your teachers use the projector and screen in your lesson?

- Almost every lesson (340)
- In most lessons (253)
- In some lessons (134)
- In hardly any lessons (38)
- Never (9)

1 Turn Over


Q7. Tick the programmes you use most often.
Word, for typing up work (500)
Powerpoint to make presentations (378)
Photoshop to edit photographs and drawings (200)
Explorer to search the Internet (475)
Excel to calculate and draw graphs (110)
Paint to make drawings (55)
Software to record or make music (38)
Special programmes for certain subjects (like MFL) (96)
Others (78)
Q8. How reliable are our computers?
I can always get logged on easily and work (367)
There are times when I cannot get logged on and work (383)
I am always having difficulty getting logged on (11)
Q9. When the teacher uses the projector and screen does it...
Help you understand what the lesson is about and learn more (503)
Not help you in any way (50)
I am not sure (183)
Q10. Do you have a computer at home?
Yes (724)
No (38)
Q11. If your answer to Q11 was yes, do you have the Internet
Yes (674)
No (72)
Q12. If your answer to Q11 was yes, do you have broadband?
Yes (510)
No (99)
Dont know (118)
Q13. I think we use computers.....
too much (35)
not enough (328)
just about the right amount of time (354)
not sure (50)
Q14. Does using a computer help you learn...
[0]A Lot (0)
[0]A Little (0)
[0]None At All (0)
[0]No Opinion (0)
Q15. How would you rate your skill when asked to use a computer
[0]Excellent (0)
[0]Very Good (0)
[0]Good (0)
[0]Average (0)
[0]Poor (0)
2 Thank You

P2.3 SLT Survey



Q11. Do you think the ICT is enhancing T&L?

Strongly Agree (21)	Agree (34)	No Opinion (9)	Disagree (1)	Disagree Strongly (1)

Q12. Can you briefly qualify your answer to Q11?

Task 1 final peice of pop art based on icon from 2007 - 2 produce final gif animation to advertise pop art - 3 produce gif animation based on Oxclose logo (1)

Q13. What best describes the way in which pupils are engaged?

- The display is able to focus pupils on the task or activity (24)
- The display allows pupils to interact and progress the learning (17)
- The activity at the computer keeps pupils on task (20)
- The activity stimulates discussion within the class (13)
- The activity allows pupils to work at their own pace (23)
- Other (2)
- None (6)

Q15. This activity benefits from the use of ICT.

- Strongly Agree (26)
- Agree (24)
- Neutral (11)
- Disagree (1)
- Disagree Strongly (1)

Q14. The ICT provision for this activity is....

- Exactly the the right fit (34)
- Good enough to meet needs (20)
- OK but could be better (6)
- The teacher provision is not adequate (0
- The pupil provision is not adequate (0)
- Not sure (3)

Q16. How would you rate the skill of the students with ICT?

- Excellent (11)
- Very Good (21)
- Good (5)
- OK (0)
- Poor (0)

Q17. Any other points or notes

starter activity (2)

Additional Comments from Question 12

I saw a really good Photoshop lesson in Art. The ICT ability of the students was superb. They were really focused and really on task.
In maths I saw some lovely starter activities from Boardworks and also Starboard.
The presentation of students work appears far more professional now when completed on PC's than hand written. In geography I saw students researching their project and using information straight away to enhance their own work.
Students enjoyed using ICT, it improved their presentation, they could write more quickly and took pride in their work.
Excellent use in MFL, really good technique of teaching tenses and verb endings which pupils grasped very quickly. Pupils in both years 9 and 11 commented on how they preferred whole class ICT approaches to learning and reinforcing of key points.
In 2 Science lessons there was good use of short video clips to illustrate specific topics which were followed up with tasks. All pupils were engaged during these tasks and it was helping to improve understanding and learning.
Pupils in 1 Humanities lesson were enjoying using an interactive game to enhance understanding of ordinance survey.
Overall when the use of ICT was a little more imaginative and enhanced learning pupils were engaged and it was effective .
Students working at their own pace, allowing range of ways of reinforcing objectives.
Presentation provided a focus for discussion.
Quick changing of display kept pupils focused.
Short video linked well to written task. Followed by use of static images and PowerPoint to develop task.
Video gave a good starting point to lead onto the task displayed on the screen.
This is outstanding work. Pupils highly engaged in a realistic and highly responsible context displaying the vocational skills of the 5Rs to a high level.
All pupils able to complete task as a result of working in Photoshop. Really good atmosphere in class.
Amazing designs! Really good use of ICT-Fab!
Use of display gave lesson more pace.

Pupils clearly very familiar with the way of working in MFL. Positive feedback from them that ICT helps them access thing quickly.

Pupils were using the software to prepare them for putting together their own role play. Very positive feedback that this approach helps their learning, they like the visual and the audio.

An innovative use of open mind to 'map' possible range of ingredients for a dish.

Students are engaged and discussing issues raised by the activity.
Outlines task effectively, gives good examples, students then use ICT to design product.

ILC Use

H&S, food, English, Art, CI and Digital Photography: all taking place

Maths, Food, CV production: all taking place

The supported study small group was well managed with pupils using ILC effectively.
Use by a year 11 vocational group was poor with a lack of focus.

Cover

I noticed that more often than not when cover work was being set, it often did not involve ICT. It was worksheet based. I wondered whether or not that in some circumstances that setting work to

complete on the computers may limit the number of behaviour issues? Providing students fully understood what it is they had to achieve.

Issues

There were issues to do with lack of pens and training to do with Starboard. My other major concern is that the lack of blinds in the Humanities department makes it impossible to use the screen due to low sun in the winter. The film on the windows makes no difference whatsoever at this time of year and they are having to cover windows with sugar paper to be able to see screen.
Time for staff to develop their skills in using IT and also developing materials needs to continue to be a priority if we are to make full use of ICT throughout the school.
Headphones needed for increasing use of audio.
When observing the 2 departments a minority of staff were using no ICT and did not feel it was relevant to the lessons being taught. Objectives / aims were not on the screen.
Pupils copying notes from PowerPoint into book!

P2.4 ICT Review 2007. Final Report

Introduction

Although there had been a clear educational rational behind the BSF capital investment in ICT the nature of such projects (and particularly this one) with their tight deadlines and procurement protocols meant much of the teaching and learning focus was marginalized until the project was complete. Major refurbishment and staff being displaced for almost 2 years meant a pragmatic and practical approach to get the installation of both infra-structure and end user solution complete took precedent. Officially finished in July 2007 the new academic year of 2007-2008 therefore started with both a need and the will to ensure that £1.4m was put to the use it was designed for, playing a major role in transforming teaching and learning.

Rationale

The review was carried out in the week beginning 3rd December. The aim was to gain insight into the impact our BSF investment in ICT was having on teaching and learning and inform planning. There was an unsubstantiated feeling that while there was some excellent practice taking place there was no evidence base to prove it. Neither was there any evidence of consistency across the school or any real understanding of the feeling of staff or pupils towards ICT and its impact.

Methodology

There were three elements to the review:

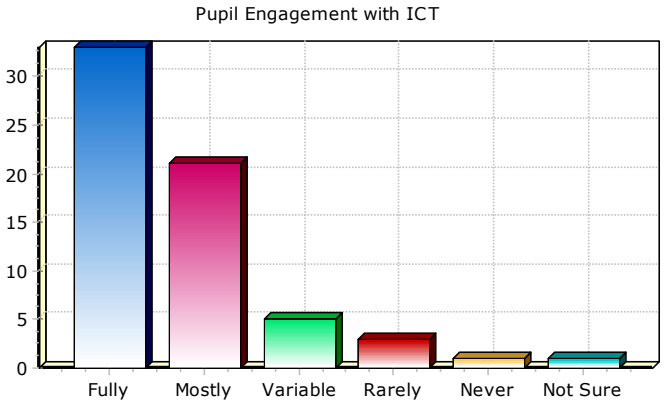
1. Observations by SMT members. This involved a visit to each department by a member of SMT, for 2 periods, one at each KS. In each hour as many lessons as possible were visited and record made of ICT use. SMT members were also encouraged to visit the ILC whenever possible and note their observations.
2. Pupil Survey. A questionnaire issued and completed during Tutorial during the Wednesday session.
3. Staff Survey. Also a questionnaire issued and completed during an INSET session.

Results

1. SMT Observations

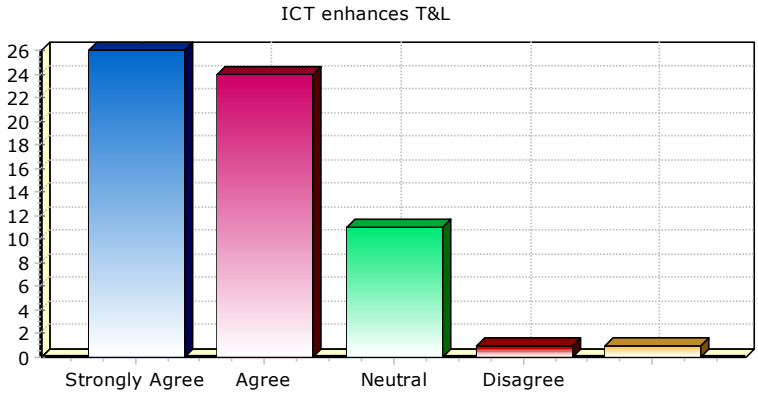
In all, 81 lessons were visited and a wide range of activities were observed. There were very few lessons (4) where the ICT facilities were not being used at all and a similar small number were the use

was limited to a simple display. In a similar small number the ICT was seen as having little or no impact and not engaging pupils.

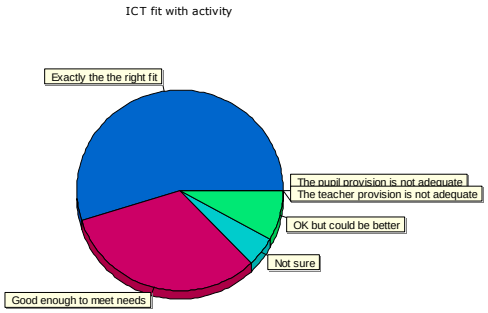


The overwhelming impression was one of ICT enhancing learning and engaging pupils. There is no surprise to discover that this was when the ICT use was an integral and well planned part of the lesson. When the interactive capabilities of software were utilized or where pupils could progress at their own pace the value of ICT was obvious. Excellent examples were observed where the use of ICT stimulated group work and discussion.

The pace of lessons was also helped. Innovative use of 'pre-starters' or 'bell work' (difficult to relate to Oxclose as we have no bells!) enabled prompt and productive starts to lesson. Pre-prepared tasks and activities were displayed quickly that allowed lessons to flow.



There were some lessons where there was no use of ICT. This was to be expected and not a criticism. However, if we are expected to display lesson objectives as a minimum in each lesson it seems a missed opportunity if staff do not use their IWBs for this simple step.

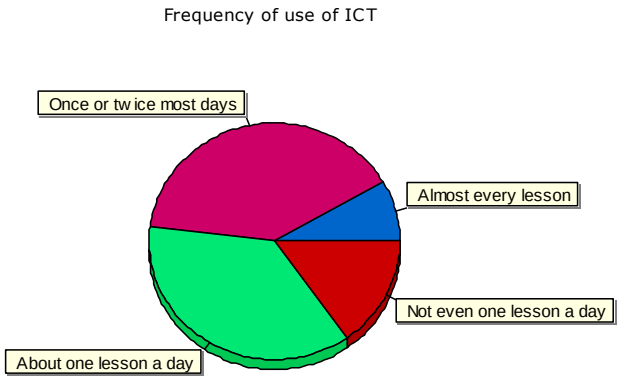


It was not felt that ICT was being used just because it was there. There was a general feeling that the use of ICT was a good fit for the activities observed. This supports the conclusion that ICT was being planned into lessons and was therefore of benefit to teaching and learning. Cover lessons in particular were productive if students had a pre-planned ICT based activity.

The use or the ILC was, when at its best, a model of good practice. Sessions were observed when a range of activities were taking place, with a mixture of whole class teaching and individual study. However, at some points the use of this large and important resource was less than satisfactory. Individuals had 'self-referred' without the appropriate work giving the limited staffing resource available low level but unnecessary confrontational situations that spoilt the working environment for others. Some whole groups were also not well directed or monitored and the ICT was not being used to good effect. These issues need to be addressed.

A copy of the questionnaire with a full set of results can be found in Appendix 1.

2. Pupil Survey



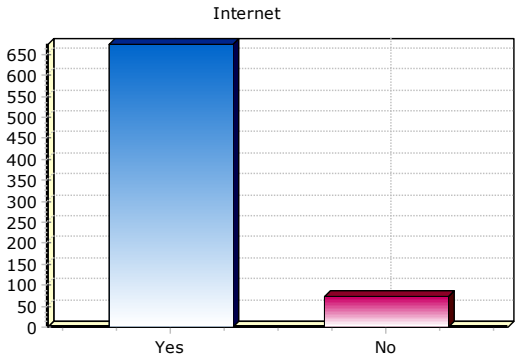
In total 755 forms were returned. This is 150 short of the school population. It has proved impossible to chase the missing questionnaires as they were anonymous. What appeared to be a fool proof method of delivery and collection failed! However, the returns are a significant proportion of the school and represent all year groups. Students report a good spread of ICT use with 88% of them having personal access to a computer at least on lesson a day. The spread of use across the curriculum

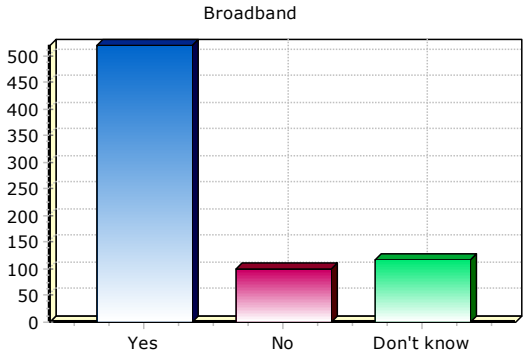
is good, with as you would expect, PE giving low use at KS3. Individual use in Maths is significantly lower than other subjects. This reflects the current rooming situation in Maths, with their computer suite doubling up as a permanent teaching space.

Less that 3% of pupils say they cannot get a computer when they want one while 80% seem to find no problem. These figures reflect positively our intention to use the capital investment to maximize the number of workstations as a priority. Disappointingly half the students report they have experienced some form of problem 'logging on' at least once. It is to be hoped that current infra structure and software enhancements will reduce this considerably.

Similarly they are aware of an almost 100% use of the IWBs in lessons, a positive indicator of how much staff have started to embrace the technology. What is really pleasing to report is the high proportion (67%) of pupils report that the use of interactive computer display technology benefits their understanding with only 8% saying it does not. The 25% who are 'not sure' may need a little more time to be convinced. What is certain is that use of ICT is perceived as being a vital tool in their learning by pupils. Significantly 90% perceive a positive effect on their learning with 85% having a high level of confidence in their own ability. Only 5% of pupils are overburdened by computer use, the rest are happy with the level of use, or want more in almost equal proportions.

This is a very positive picture, we obviously have a very IT literate population who are aware, possibly without knowing it, of the impact ICT is making on their education. As a profession we cannot afford to waste or undervalue the potential ICT has to engage this digitally enabled population. This picture extends well beyond the bounds of school. Fast connectivity and the access to the all that 'Web 2.0' offers are now available to a large proportion of our school population. A significant





number have internet connection, most of that via broadband.

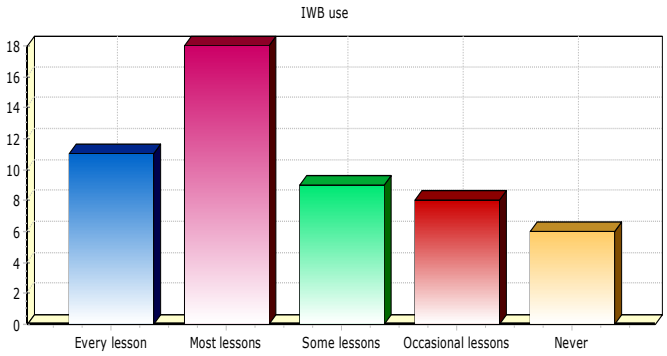
However, a ‘digital divide’ is evident. 10% have no connectivity at home. A considerable % who do are still in the slow lane of dial-up as it is likely that many of the ‘don’t knows’ are functioning at 56K.

A copy of the questionnaire with a full set of results can be found in Appendix 2.

3. STAFF SURVEY

In total 74 forms were completed and returned. The picture is overwhelmingly a positive one, with an acceptance of the fact that ICT is playing a major role in teaching and learning. A totally subjective view would be that this feeling is less universal than it is with pupils.

There is a general high level of confidence with ICT but a considerable sized group that are only just comfortable and therefore unlikely to be able to increase their skill base without help. This theme will run throughout this section. Staff training is a major issue.

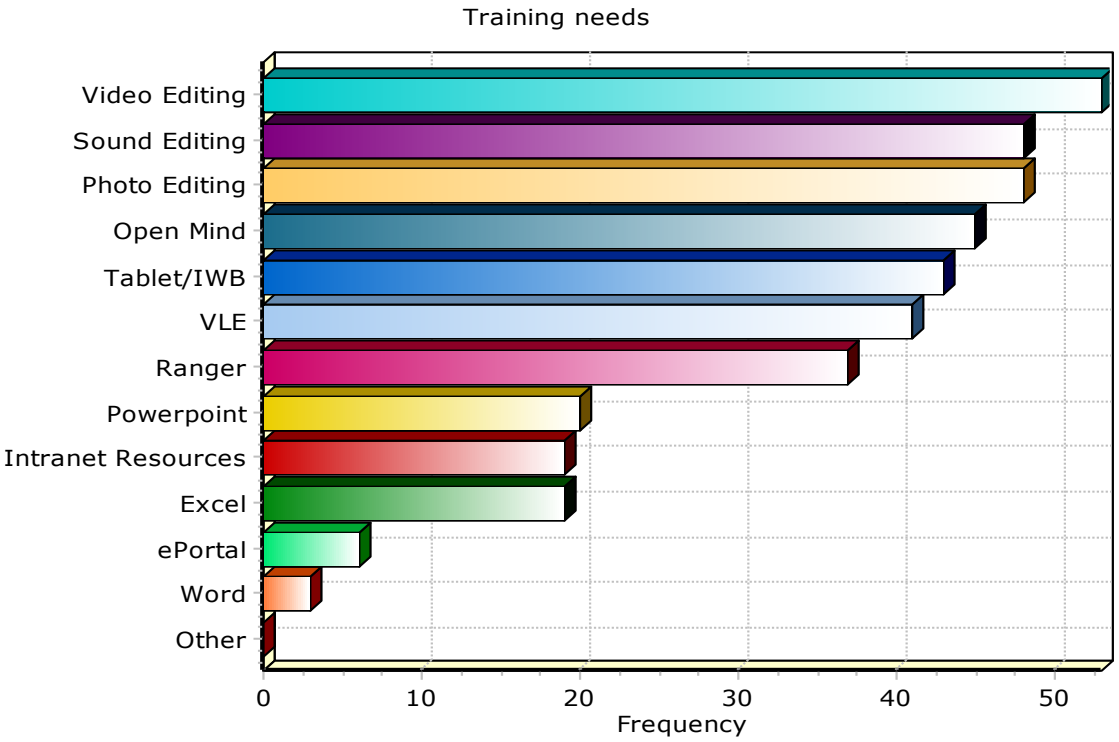


There is almost a digital divide across the teaching staff. Responses show a repeating pattern that highlights the range of confidence. It is of no surprise that those who rate their confidence low indicate less frequent use of their IWB. However, there are few staff who do not feel the benefit of ICT with many becoming totally reliant upon it for their day to day delivery.

Do you think ICT is enhancing teaching and learning?	Frequency
Yes, I could not do without it now	20
Mostly, I find it really useful in a range of	17
Sometimes, there are some occasions when ICT helps	15
Never, it gets in the way	0
Total	52

No one feels ICT is a distraction. There are a significant number (60%) who think life is now easier or more productive with only 3% thinking the digital world is making things more difficult.

The implementation process outlined in the introduction above is reflected in the overall feeling that a detailed training program has been largely overlooked. While confidence is growing there are significantly large areas where staff feel under skilled, the use of the interactive tablets being the most obvious.



There is a need therefore to address this training backlog with urgency. There has been some initial work done but a full program needs to be planned to make best use of every INSET possibility. There are also some quite specific individual needs that need to be addressed, relating to infra structure, installation and supply of basics such as blinds. A comprehensive list will be compiled and prioritized for rectifying.

The concept of 24/7 access, while available is still not being fully utilized, is beginning to establish itself. However, the survey did not collect data on approaches and feelings towards access away from school. While the aim would be to prove that this facility can reduce workload, we still have some way to go realize that goal. The advent of a fully integrated Learning Platform will surely tip the balance.

A copy of the questionnaire with a full set of results can be found in Appendix 3.

4. Main Findings

- The use of ICT is making an impact on teaching and learning. Lesson observations regularly noted positive effects.
- Teachers, support staff and pupils all confirm a feeling that ICT was adding an extra dimension to their work that was now integral to what they do. So much so that teaching and learning have become dependent on it in many cases.
- This evolution has still passed some individual by. There are a minority of pupils who are not comfortable with ICT and a small but significant number of staff who feel de-skilled. A digital divide among pupils and a skills gap with staff is evident. Both need to be eradicated if possible.
- Even those staff who recorded their confidence with ICT are unaware of the extent to which ICT is being used in the wide range of lesson were excellent practice was observed. The sharing of good practice is essential.

5. Recommendations

- A program of INSET sessions will be planned over the next 12 months.
- As a priority, good practice will be shared.
- The development of the VLE will be accelerated.
- This will be at a number of different levels and of different types, ranging from whole staff sessions to individual tutorials; the program will focus on the issues raised in the Staff Survey and SMT observations. A draft list of priorities can be found in Appendix 4.
- Encourage the use of IWBs for ‘bell work’ and display of lesson objectives.
- A further review will be conducted of the use of the ILC.
- Simple issues involving ICT equipment will be targeted by the ICT support staff as a priority.
- Blinds will be provided in Humanities and any areas that require them.

P3. Testimonials

Each of the following testimonials comes from a stage of my involvement in BSF from the planning for its introduction to the planning for the MSP replacement 7 years later.

P3.1 Testimonial from Lawrence Thompson (SCC)

Sunderland City Council was selected to receive Wave 1 Building Schools for the Future funding in 2006. This came in the form of a massive capital investment and was intended to replace old and decrepit school building with new purpose buildings that were individually designed with the location and speciality of each particular school in mind. The project was not restricted to a building programme, of equal importance was the introduction of technology with the aim of transforming teaching and learning in our schools. Information Communication Technology was a key component of the whole process. £12m was ring fenced to provide the solution.
Partners for Schools (PFS) were the overseeing authority for the programme, with the brief to ensure that the ICT solution was delivered by a private service provider or MSP (Managed Service Provider). The intension of the government was twofold, to remove the schools reliance on the local authority for its ICT service in order to better smooth the way for the application for academy status and the commercialisation of the schools IT space where there was only a limited number of small service providers. The appointment of our MSP started in late 2006. We began by writing the specification that bidders would bid against and ended, 18 months later shortlisting 3 potential providers from whom one was appointed.
The writing of this specification was extremely important as it was the only opportunity that schools have had to use a strategic approach to schools management and integrating teaching and learning into their management systems and processes. It was also the first time that schools management were exposed to high quality IT professionals and the first time that they were interested in the schools sector. The quality of the eventual solution depended on achieving a balance of the implementing an integrated and cost effective school management system and the alignment of all appropriate business processes, with the pedagogical needs of the schools to deliver the best teaching and learning outcomes while retaining the individual and unique culture and style of each of the schools.
David was there from day one and was vocal and supportive right through the process to the eventual conclusion with the contract being awarded. He was unique in this respect and showed a passion for the schools and children that allowed him to influence other colleagues. David took particular interest in the Virtual Learning Environment (VLE) and Management Information System (MIS) and sat on the relevant working parties. He was pivotal in ensuring that the schools were going to benefit from the best management systems while not losing sight that it was the learning of the pupils that was the ultimate outcome.
David, as a school representative, brought his understanding of school systems and processes to the debate and provided an invaluable input into the selection process. He played a major role in writing the specification and was a member of the final selection panel.
I have no doubt that the whole process benefitted from David's input.
While David was undoubtedly important to the process of writing the specification and the ultimate selection of the supplier, I feel that David's real impact was on the profession in general.
School heads and deputies are a fairly difficult group of stakeholders to manage. There are responsible for their individual schools and are answerable to local governors and, in some regards, are in competition with each other for students. It will therefore be of no surprise that they often don't play nice together.
For the BSF programme to provide the maximum benefit for the schools of Sunderland and the teaching staff within those schools, it was important that schools worked together on the systems that would benefit from economies of scale. Running one instance of a schools management system on a

single centralised box with each school having its own instance is significantly cheaper than have 16 separate systems and that is before the additional benefit of support of the systems being reduced by almost one sixteenth, likewise power consumption and of course the business benefits of ease of pupils transfers and comparison of pupil attainment.
It was not just the management systems that had potential to benefit from economies of scale. Each school had the equivalent of one to two people on looking after the network and key infrastructure elements of their ICT systems: PCs, servers, telephone systems, backups etc. The level of competence of these staff was mixed and they had little to no training nor any opportunity to learn from professionals. These 10-12 staff could be reduced to 2-3 with better training and implementation of integrated management systems and the overall service to schools would be better. This would free up 8 or 9 staff to better support teachers within the schools.
David understood this immediately and showed that he was willing to lose one of his best people for the betterment of all schools not just his. This brought him a great deal of kudos among senior colleagues, which in turn allowed him to better influence and persuade them in taking a big picture view and reduced the dissenters ability to take the more parochial stances.
David is also highly literate in the implementation and adoption of school management systems. He had already adopted a system that provided significant advantages to his school and do much work to exploit its benefits. He brought this practical knowledge and expertise to bear on a wide range of colleagues and this greatly improved their understanding, not only of the issues but the benefits of a modern school management system. David again showed that he was willing to sacrifice his favoured system for the benefit of the city and I believe this was pivotal to removing the last objections of the federalists.
David was the major player in defining the management systems requirements and carefully ensured that each institutions specific requirements were taken into account. David ensured that the new system had a positive impact on each school and the teaching professionals inside. He insisted that it reduced non-teaching time and made pupil reporting and management better, in order to track attainment and monitor improvement.
David also was a strong advocate of the benefit of ICT in delivering teaching, he talked passionately and persuasively about the benefit of blended learning, showing the benefits with real examples. He was instrumental in bringing in a consultant from Microsoft who is a leading expert on ICT supported learning. The impacts of David's effort in this area are still being felt by local professionals, to the benefit of all the students of Sunderland.
David's effort on behalf of the schools of Sunderland was significant. He devoted much time and effort in the process and was pivotal in the final successful outcome. His ultimate contribution to the benefit of the students in Sunderland and particularly the professionals within those schools cannot be overestimated.

Lawrence Thompson

Assistant Director of ICT

Sunderland City Council

March 2003 - December 2007

P3.2 Testimonial from Paul Smyth

Paul Smyth [mailto:psmyth@rm.com]

Sent: 25 April 2012 09:44

To: Mr D. Haw

Subject: RE: Testimonial

I have worked with David Haw since the awarding of our contract to manage the ICT solution for the Sunderland BSF programme in 2008. We have worked specifically on the VLE , the software platform that provides the interface through which pupils, teachers and parent access teaching and learning materials and communicate with one another.

In the early stages of the contract David quickly proved himself to be a key member of the partnership, in this (and other) areas we quickly developed a close working relationship. David demonstrated a clear understanding of how VLEs should function to support school agendas in the ever changing educational arena. He helped push the development and functionality of our platform, to the benefit of both our partnership and our wider customer base.

David hosted meetings, on our behalf, for the partnership and I feel that that David has had a positive impact on the contract as a whole with Sunderland schools. His opinions are well respected amongst his peers and as such he has been able to assist in the interface between ourselves and the wider client group. By taking ownership for the relationship between ourselves (RM Education) and the Sunderland BSF schools, in respect of the implementation of the VLE, David has displayed flexibility, patience and a thorough understanding of the practicalities and difficulties involved in a wide-ranging and complex solution. His ultimate focus has always been to ensure simplicity of use and access for learners, teachers and parents.

P3.3 Testimonial from Paul Grubb

David Haw

I have worked with David Haw since the awarding of our contract to manage the ICT solution for the Sunderland BSF programme. We worked specifically on the Management Information System (MIS), the software platform that manages all data associated with a school's core functions from student record keeping to tracking and monitoring pupil progress.
David has quickly proved himself to be a key member of the partnership in this (and other) areas and we quickly developed a close working relationship in the early stages of the contract. David proved to have a clear (and thorough) understanding of how MIS platforms should function to support school agendas in the ever changing educational arena.

He has help push the development and functionality of our platform to the benefit of both this partnership and that of our wider customer base. David has also hosted meetings with delegates from other Local Authorities and offered written testimony to the positive outcome of our developments.

I feel that that David has had a major positive impact on the contract as a whole with Sunderland schools. His opinions are well respected amongst his peers and as such he has been able to assist in the interface between ourselves and the wider client group. Throughout our working relationship David has continually demonstrated deep subject knowledge and a passion for education which has contributed to the overall success of the partnership.

Regards … Paul

Paul Grubb

Head of Bids, Implementations and Contracts

RM Education Software

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w: www.rmeducation.com
skype: paul.grubb

P3.4 Testimonial from Mick Bremner

Testimonial for David Haw, Deputy Head Teacher, Oxclose Community Academy

9th June 2014

I began working as the RM Service Delivery Manager for the BSF programme in November 2009. I was responsible for all aspects of Service Delivery and my role involved working with the 8 schools in the BSF programme individually and meeting with them collectively each half term. David was the Oxclose Community School's senior leader and key contact for RM responsible for all aspects of the Schools ICT Service. I worked closely with David and together we ensured a smooth running of the service. As such we met regularly, both in the context of the school and the Sunderland Partnership. David's understanding of the role of ICT in teaching and learning and school management was evident from our first meeting and continued to be the case throughout my time on the project. He continued to challenge RM as a service provider to improve the quality of the service but at the same time was supportive and understanding of the challenges facing both parties.

For the four years of my tenure in Sunderland David proved to be the most committed of the school staff. He was ever present in meetings relating to all aspects of the service and attended national and regional events on behalf of the partnership and at the invitation of RM. Other schools representatives of the Sunderland BSF group respected David's views and as a result Oxclose Community School had a significant impact on thinking, leading development and initiatives that helped improve the relationship between RM and the schools. A great example of this was the review and development of the RM MIS Integris tool where David provided exemplary input to help develop and move this tool forward.

Whenever David expressed concerns about any part of the service he did so after reviewing the facts of the argument and always handled the situation in a way that I felt able to respond to in a positive way. As a result we developed a mutual respect and were able to work well together no matter what the level of ICT challenge we were faced with.
It has been a pleasure working with David and I hope that our careers cross again in the future.

Mick Bremner
Service Delivery Manager
RM Education

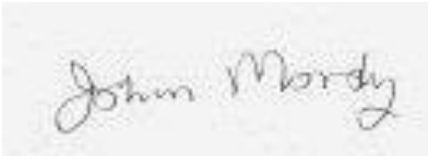
P3.5 Testimonial from John Mordy

David Haw July 2014

In my role as Business Development and Relationship Manager for Sunderland City Council it has been my responsibility to oversee an important ICT contract between local schools and an external provider, RM. Meetings were held on a half termly basis. David was always in attendance and arrived fully prepared to take an active role. I became involved in this complex contract midway through its life. David played a key role in getting me up-to-speed, in particular he was able to explain its history, nuances and issues in a straightforward manner, making what initially seemed highly complex situation much more understandable.

I was struck by David's knowledge and understanding of ICT both in terms of teaching and learning and how this allowed him to make a valuable contribution to the meetings I attended. He was a well-respected member of the group and often took the lead in challenging both the MSP and SCC on behalf of the schools. Whilst David clearly has an extensive and depth of knowledge of the ICT field he had the subtly to recognise when others do not; moreover he has demonstrated in meetings I have attended the important ability of being able to explain difficult concepts simply and in a non-patronising way to enable non ICT experts to follow the key themes of meetings

His calm and professional approach has been key in helping the group reach collective decisions. There is no doubt that David has made an impact on the BSF programme. He has both challenged and supported in equal measure and the service is better as a result. David has displayed a very high level of negotiation skills and throughout has been key in helping this group to formulate, develop and agree clear pathways forward leading to improved service.



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Tel: 0191 561 7161

e-mail: john.mordy@sunderland.gov.uk

P3.6 Testimonial from Paul Owens

Paul Owens

As Commissioning Specialist for the Peoples Directorate of Sunderland City Council it has been responsibility to manage the meetings attended by Council representatives, the MSP and schools. These meetings were held on a half termly basis. Representing his school David was always in attendance and arrived fully prepared to take an active role. His knowledge and understanding of ICT in a teaching and learning was evident from the start and allowed him to make a valuable contribution throughout the life of the contract. He was well-respected member of the group and often took the lead in challenging both the MSP and SCC on behalf of the schools.

As the contract period came to a close David was first to evolve both an exit strategy and future plans. Other schools have followed his lead and many are now planning to introduce similar solutions. There is no doubt he David has made an impact on the BSF programme. He has both challenged and supported in equal measure and the service is better as a result.

Paul Owens
Commissioning Specialist
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Tel: 0191 561 7161

e-mail: paul.w.owens@sunderland.gov.uk

P3.7 Testimonial from John Hallworth

From: Mr J. Hallworth [mailto:Hallworth.J@washingtonschool.co.uk]
Sent: 10 February 2015 12:47
To: Mr D. Haw
Subject: Testimonial

To whom it may concern

David has played a key role in BSF Sunderland, particular the ICT component, since its inception. Throughout the life of the ICT contract David was a constant presence at meetings with the Local Authority and MSP, ensuring the contract ran as smoothly as possible and challenging providers to improve their service.

He consistently focused on the experience of both teachers and pupils, to ensure the ICT provision was an enabler of the teaching and learning process.
It would be hard to say that the ICT managed service was not without its difficulties, however, with David's input, particularly around the MIS and VLE, it improved markedly over its lifetime.

As the ICT contract came to an end in 2014 David was instrumental in identifying, on behalf of the partnership, possible alternatives that were both more flexible and less expensive. A number of schools in the partnership followed his lead and are now, post BSF, managing their own ICT provision to the benefit of pupils and staff alike.

Over the life of the BSF programme David has made a huge contribution to and had much positive impact upon the Sunderland BSF partnership.

Mr J Hallworth
Executive Head Teacher
Thornhill and Washington Schools' Federation
Thornholme Road
Sunderland
SR2 7NA

Thornhill Tel 0191 5537735
Washington Tel 0191 5613845

P4. Professional Impact

'I feel that David's real impact was on the profession in general'. (*Lawrence Thompson P3.1)*

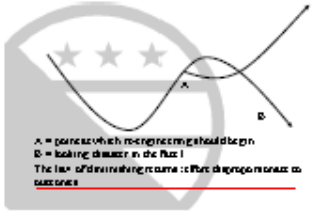
I have divided this section in line with spheres of influence, from impact on my own to school to work presented to what turned out to be an international audience at BETT. This is followed by an evidence trail of my work on the exit strategy from the BSF contract and providing a viable alternative.

P4.1 School Development

P4.1.1: Developing effective CPD

Quality CPD was an obvious issue from the outset. I managed and implemented a revised school week to create the time and continued to lead structure. This is the presentation that started that process, explaining the rationale and generating feedback.

Oxclose Community School



A = point at which re-engineering should begin.
B = looking disaster in the face!
The law of diminishing returns: effort disproportionate to success

Oxclose Community School

- CPD time every week
- Free Vocational Courses
- Accelerated learning / 'Early' entry
- Learning to Learn Curriculum
  - Thinking skills / creativity
  - Meta-cognition
  - Independent and team-dependent learning

Oxclose Community School

Djanogly City Academy Nottingham

Mike Sadler - Principal

Oxclose Community School

One of the clinical definitions of insanity is doing the same thing over and over again and expecting to get a different result.

Steve Moss PfS

Oxclose Community School

The governing body decides when sessions should begin and end on each school day.

Sessions must allow enough lesson time to deliver a broad and balanced curriculum that includes the national curriculum and religious education.

Schools are free to decide the length of each lesson but current recommendations per week are as follows:

Oxclose Community School

Age
Suggested minimum weekly lesson time (hours)

5-7 years old	21.0
8-11 years old	23.5
12-13 years old	24.0
14-16 years old	25.0

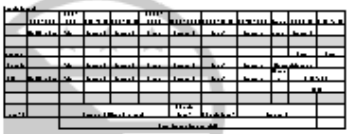
Oxclose Community School

Y8&9T
MONDAY TO FRIDAY
8:30 Student Briefing (15 mins)
8:45 Lesson 1 (55 mins)
9:40 Break (10 mins)
10:00 Lesson 2 (40 mins)
10:40 Lesson 3 (30 mins)
11:10 Lunch (30 mins)
11:40 Lesson 4 (60 mins)
12:40 Lesson 5 (60 mins)
1:40 Break (10 mins)
1:50 Lesson 6 (40 mins)
Tuesday, Wednesday and Thursday Period 7 activity
3:40 Period 7 (50 mins)

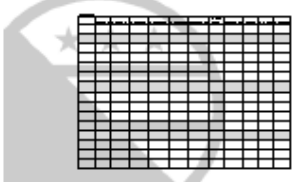
Oxclose Community School

Oxclose Community School

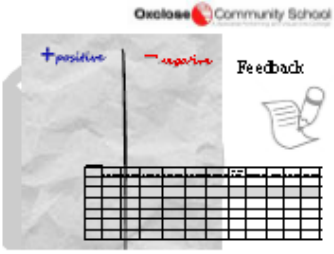
Oxclose Community School



Oxclose Community School



Oxclose Community School



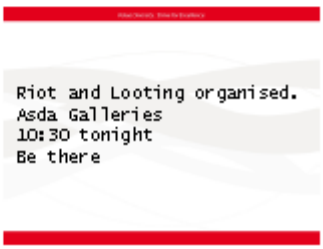
P4.1.2: CPD Opportunities

Having created the capacity regular CPD was arranged to share good practice and offer peer support. This is an extract from one such session. Staff had been consulted about the sessions they wanted; these were matched with 'champions' who both delivered and offered ongoing support.

Surname	Forename	Workshop #1 Choice:	Workshop #2 Choice:
A	D	RM Learning Platform: Mark Ramsay	Excel: David Haw
A	De	RM Tutor: Colin Workman	Starboards: Maths staff
A	B	PowerPoint for the Adventurous: Chris James	Activote: Peter Mathews
B	P	Differentiation: Mrs Reid	Starboards: Maths staff
B	C	RM Learning Platform: Mark Ramsay	PowerPoint for the Adventurous: Chris James
B	D	Activote: Peter Mathews	Smartboards: Maths staff
B	M	Starboards: Maths staff	Differentiation: Mrs Reid
B	K	Differentiation: Mrs Reid	PowerPoint for the Adventurous: Chris James
C	J	RM Tutor: Colin Workman	Differentiation: Mrs Reid
C	A	PowerPoint for the Adventurous: Chris James	Activote: Peter Mathews
C	S	Differentiation: Mrs Reid	Starboards: Maths staff

P4.1.3: Delivering effective CP

Continuing to put ICT into context was crucial. Most CPD sessions were introduced with that in mind. The slides below are from a session that included the principles of constructivism. Much of the content is multimedia and is not represented via a PDF. The quotes and texts were issue as a printed document.



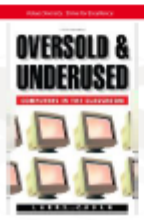
No way.
Will not turn out
Unless you do
Marks and Spencers

Digital Natives, Digital Immigrants

£1.4m

- Maintenance
- Repair
- Replacement
- Upgrades

Learning with ICT : The Challenge of Changing the Way We Teach



The IMPACT of ICT on
LEARNING and TEACHING

Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature

ICT—the hopes and the reality

David Reynolds, Dave Treharne and Helen Tripp

Factors Affecting Teachers' Use of Information and Communications Technology: a review of the literature

SHAZIA MUMTAZ
University of Warwick, Coventry, United Kingdom

The Future of ICT and Learning in the Knowledge Society

ImpaCT2

The Impact of Information and Communication Technologies on Pupil Learning and Attainment

Colloquium

Putting staff first in staff development for the effective use of technology in teaching

Christina Hinitis

How the world's most improved school systems keep getting better

Embedding ICT in schools – a dual evaluation exercise

Ofsted

Better education and care

education

ICT in learning and teaching

Realising the potential of new technology? Assessing the legacy of New Labour's ICT agenda 1997–2007

Neil Selwyn*

www.parliament.uk

technology
students
learners
learning

learning
students
e-learning
knowledge
assessment
design
assignment
experience
elements
model
technology

teacher
students
learners
knowledge
technology
learning
constructivist
process
teachers
tools
use

education
future
schools
learning

Tell me, I forget.
Show me, I remember.
Involve me, I understand.

Learning occurs in context.
Learning is active.
Learning is social.
Learning is reflective.

"The roles were sour because the seams split."

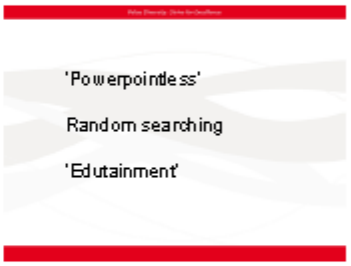
"The roles were sour because the seams split."

1.

2.

3.

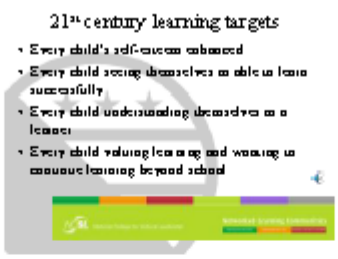
• Reliability
• Availability
• Quality Resources
• Teacher Confidence
• School Vision
• Leadership of Learning
• Planning


'Powerpointless'
Random searching
'Edutainment'

Think and Talk Ideas

P4.2 Local Authority Level

I regularly took the lead at LA forums. This is the presentation I gave at the first BSF Partnership meeting (with Steven Moss of PFS in attendance).



Oxclose Community School

Teaching and Learning 'Consultant'?

- Basic RSP provision advice
- Procurement of basic T&L resources done
- Recommendation Lists

Oxclose Community School

- School networks are as demanding than any you will find in any industry or business in the country.

Oxclose Community School

- Microsoft Office
- Internet
- Internet
- Pro and Video Streaming
- Photoshop
- Cad/Cam
- Dreamweaver
- e-portfolios

- 1000 users
- 2 networks in 1
- log on/off 5 users a day

- Network Manager
- Assistant NM
- Local Autonomy (Ranger/NetOps)

Oxclose Community School

- Band Width
- Storage Capacity
- Reliability
- 'Invisible'

Oxclose Community School

- 20 gb 'backbone'
- SAN
- Redundant connectivity
- Uniformity of interface
- Specialisation as required

Oxclose Community School

'You've Been FRAMEWORKED'

- Entrepreneurship not applicable to RSP
- Different 'Best Value'
- No software list

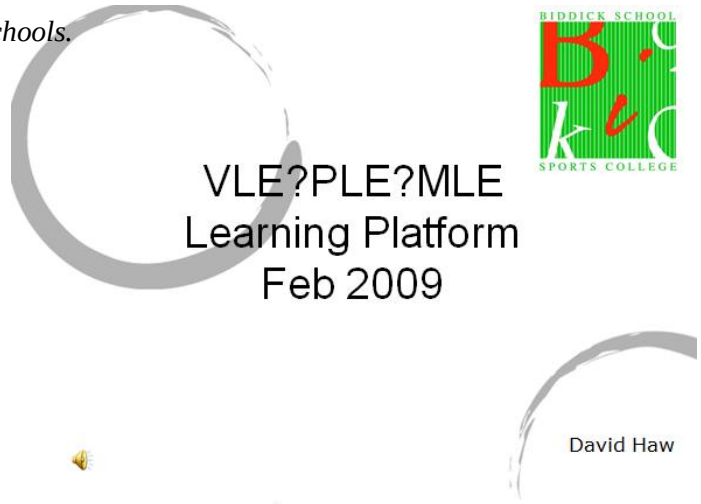
Thank You

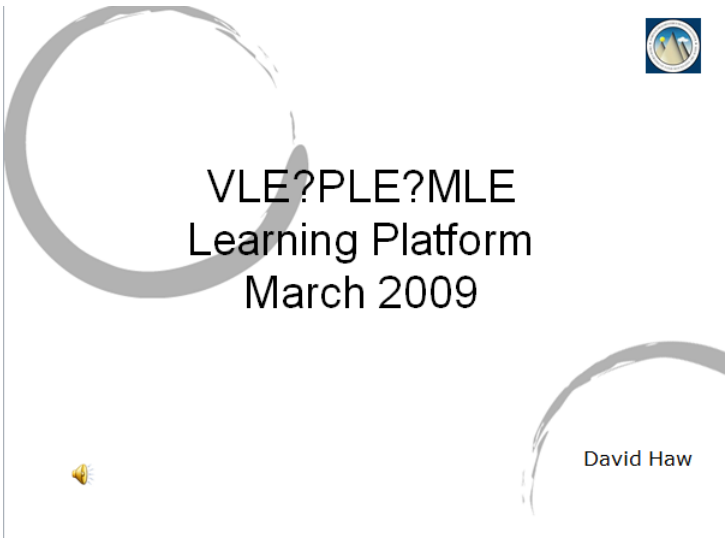
Value Diversity Strive for Excellence

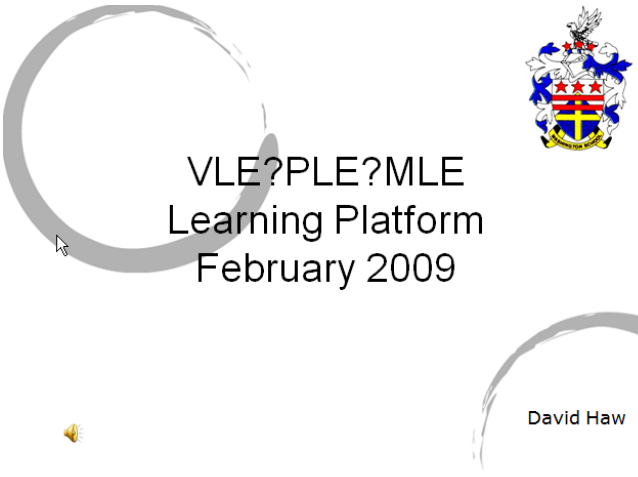
P4.3 Partnership Schools

I *was asked to lead INSET in partnership schools.*

Three took up the offer.

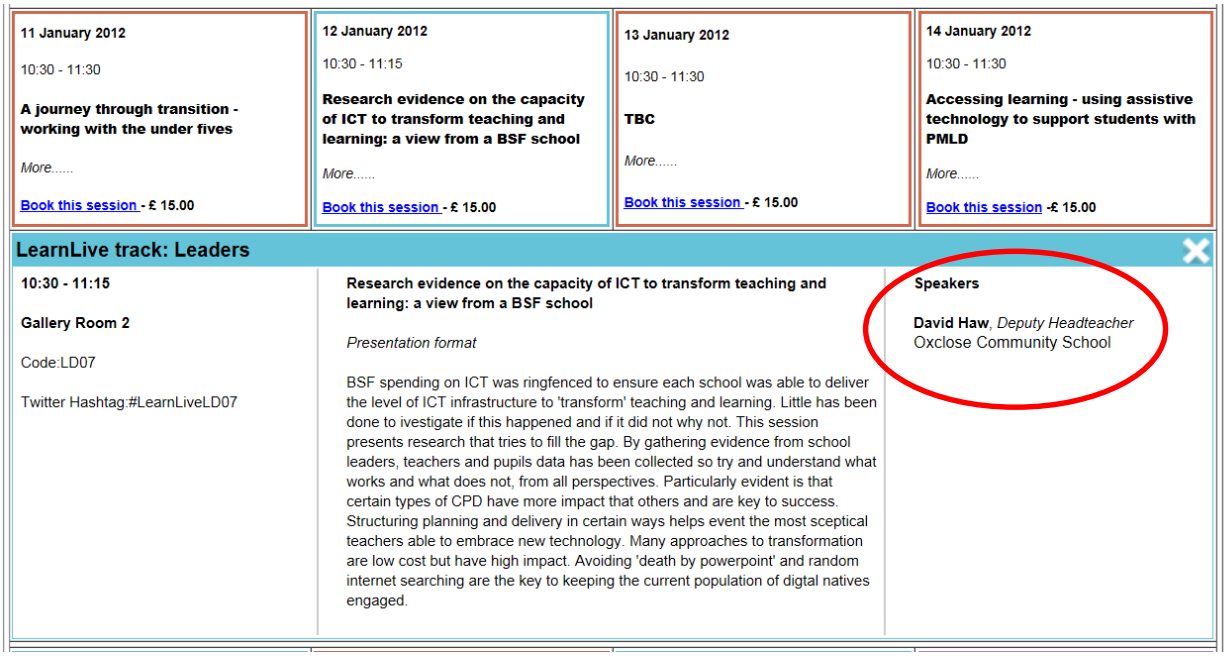






P4.4 BETT 2012

I was accepted to speak at BETT 2012. This was followed by further invitation to join the panels of two main stage seminars.

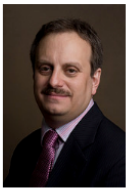


EDUCATION LEADERS@ BETT
11-12 Jan 2012, OLYMPIA, LONDON

Enter keyword(s)

Speakers

Dr. Gary Stager *Executive Director* The Constructivist Consortium
Gary Stager, an internationally recognized educator, speaker and consultant, is the Executive Director of The Constructivist Consortium. Since 1982, Gary has helped learners of all ages on six continents embrace the power of computers as intellectual laboratories and vehicles for self-expression. He led professional development in the world's first laptop schools (1990), has designed online graduate school programs since the mid-90s, was a collaborator in the MIT Media Lab's Future of Learning Group and a member of the One Laptop Per Child Foundation's Learning Team. Gary's recent work has included teaching and mentoring some of Australia's "most troubled" public schools, launching 1:1 computing in a Korean International School beginning in the first grade and leading a middle school S.T.E.M. project in New York. He has served as a Visiting Professor at Pepperdine University, Senior Editor of District Administration Magazine and Founding Editor of The Pulse: Education's Place for Debate.



Steve Munby *Chief Executive* National College for School Leadership
Chief Executive of the NCSL since March 2005, Steve began his career as a secondary school teacher in Birmingham, later moving to the North East of England where he worked as a teacher and then as a lecturer. In 1987 he became a consultant on assessment and records of achievement, working for the 9 North East LEAs, becoming an Inspector within the Education Department at Oldham Borough Council in 1989. He managed the Advisory Service before moving to Blackburn with Darwen as Assistant Director in 1997. From 2000 to March 2005, he was Director of Education and Lifelong Learning in Knowsley.

David Haw - *Deputy Headteacher* - Oxclose Community School
David is currently Deputy Headteacher at Oxclose Community School in Washington, Tyne and Wear. He has, over the last seven years helped manage two BSF ICT projects as well as undertaking a short secondment to work with a group of schools to help implement their VLE. David's original research background was in biological science. Having obtained a Masters Degree with a focus on Research Methods in Education he is now in the process of completing a Professional Doctorate on the potential of ICT to transform teaching and learning, a core aim of BSF. This work has resulted in the collection of evidence from schools that have each recently invested £1.4m in ICT, along with published research evidence from the UK and beyond that can help school leaders plan for cost effective implementation of ICT to support and innovate teaching and learning.

Co located with:
BETT
11-14 January 2012, OLYMPIA, LONDON

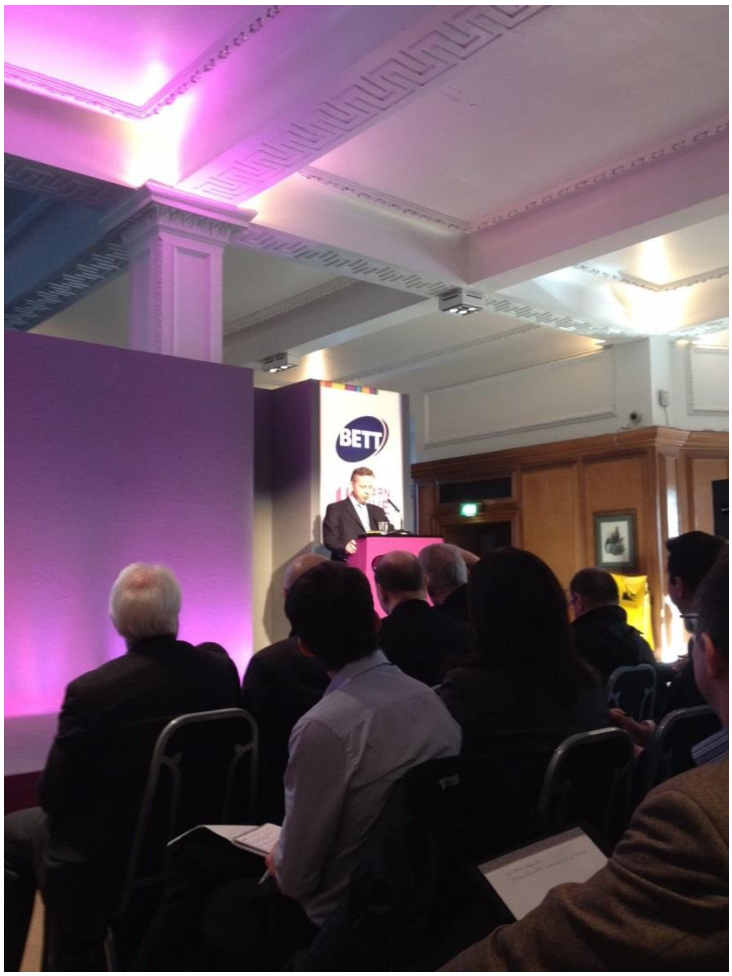
Platinum Sponsor:
frog

Gold Sponsors:
CAMBRIDGE ASSESSMENT

10:00	**Day 1: Monday 11th January** **Registration and refreshments (Primary and secondary schools)**	**The future for Universities and HE leaders:** **Blue Sky Thinking Lounge**	**Technology showcases in the conference suite** **Technology showcase #1**
10:45	**Chair's opening remarks**		
10:55	**Looking forward at Education** • **What new legislation, regulation and policy can you expect to see?** • **How will this affect the role you have and what impact will this have on your schools?** • **Moving forward through tough times and emerging as a stronger institution**	**Looking forward at Education** • **What new legislation, regulation and policy can you expect to see?** • **How will this affect the role you have and what impact will this have on your schools?** • **Moving forward through tough times and emerging as a stronger institution**	
11:20	**Question and answer session**		
11:40	**What can you expect to see from Ofsted in 2011-12 and beyond?** **Use this session to further understand the role of Ofsted and how it is changing. What new inspection regulation can you expect to see and how can you work better with them to perform at an outstanding level** **Frank Norris, Divisional Manager: Education, Ofsted**	**What is the future for University funding? Lessons learnt from Europe**	
12:10	**Question and answer session**		
12:20	**Refreshments and show visit**		**Technology showcase #2**
12:45	**Funding debate: What is going to happen and what should happen?** • **Plans to introduce a national funding formula for schools** • **The end of the financial management standard in schools (FMSIS, and its replacement with a new simpler standard** • **Arrangements for 2011-12**	**Using technology to transform teaching and learning** • **What technology is available on a budget and how can it be applied in the whole institution?** • **Using technology to support the learning process, not just influence the end result** • **Using social media to reach international students** **Steve Kirkpatrick, Deputy Head Teacher** **Willow Tree Primary School** **Daniel Fearnley, Hampshire County Council** **David Haw, Deputy Head Teacher** **Oxclose Community School**	
13:45	**Lunch and show visit**		**Technology showcase #3**
14:00 - 14:45	**Lunchtime round table: International Ministers and Education debate** **Bringing together Education Ministers from around the world, this is your opportunity to listen to and learn about policies, curriculum changes and regulation from around the globe.** **What are they doing that you can learn from? Do you have questions you need answering? Problems you need the solutions to?**		
15:00	**What will the privatisation of the education sector mean for state and public funded schools?** • **What does becoming an Academy really mean?** • **What impact will this have on the quality of teachers and lessons?** • **Who makes the final decision and what is used to make these?** • **What is the role of Free Schools in this?** **Dr Tony Breslin, Chair, Human Scale Education** **Christine Blower, General Secretary** **National Union of Teachers**	**Developing better relationship with external bodies and businesses to improve your appeal and research potential** **Martin Doel, Chief Executive, Association of Colleges**	
15:30	**Best Practice: Making an Academy really work for you**		
15:55	**Panel Discussion: The evolving role of local authorities in education**	**Case study: Broadening your universities reputation by working more closely with the community**	
16:25	**Ian Budd, Director of Lifelong Learning** **Flintshire Local Education Authority** **Caroline McDonald, Cabinet Member for Children's Services, London Borough of Southwark** **Sheyne Lucock, General Inspector (IT), Children's Services** **London Borough of Barking and Dagenham**	**Close of Blue Sky Thinking Lounge**	
16:55	**Close of Education Leaders Day 1**		

09:00	Day 2: January 12th Registration and refreshments **- main auditorium**	**Conference room one**
10:00 – 11:30	**USING TECHNOLOGY TO TRANSFORM TEACHING AND LEARNING**	
10:00	**Chair's Opening Remarks**	**10:00 – 10:40**
10:10	**PRESENTATION**	
10:30	**SPONSOR PRES**	
10:50	**PANEL DISCUSSION: Aligning ICT investment with improved learning outcomes: What leaders need to know** **Steve Kirkpatrick,** Deputy Headteacher, **Willow Tree Primary School** **Daniel Fearnley,** IT Business Partner, Children's Services, **Hampshire County Council** **David Haw,** Deputy Headteacher, **Oxclose Community School** **Gareth Medd,** Director of Inclusion, **Heaton Children's Services** **Richard Everett,** ICT Officer, Strategic Development, School Improvement & Early Years, **Essex County Council** **Sheyne Lucock,** General Inspector (IT), Children's Services **London Borough of Barking and Dagenham**	**Masterclass: Effective Deployment of ICT in Flexible Learning Spaces** **John Sibbald,** Director of Specialism, **Manchester Communication Academy** **10:50 – 11:30** **Discussion Session:** **Motivating and Retaining Staff in Challenging Circumstances** **Elizabeth Inman**, Headteacher **St. Simon's Catholic Primary School, Stockport** **Karen Mills,** Headteacher **Langenhoe Community Primary School, Colchester** Andrew Lloyd, Deputy Headteacher, **Alice Stevens School, Coventry** Tim Oates, Director of Assessment and Research **Cambridge Assessment (TBC)**
11:30	**VIP Exhibition tours**	
12:30-13.30	**Effective leadership in changing times**	
12:30	**Chair's opening remarks**	**12:30 – 13:30**
12:40	**Panel discussion: Being an Effective Leader and Developing Future School Leaders** **Steve Munby,** Chief Executive**, National College** **Brian Lightman**, General Secretary **Association of School and College Leaders** **Heath Monk,** Chief Executive Officer**, Future Leaders** **Fergal Roche,** Managing Director**, The Key** **Joan McVittie,** President, ASCL & Headteacher**, Woodside High School** **Caroline Zwierzchowska-Dod,** Deputy Headteacher **Monkfield Park Primary School**	**Discussion session: Improved Succession Planning** **Jonathan Block,** Headteacher**, The Thomas Alleyne School** **Daniel Roberts,** Deputy Headteacher, **saltash.net Community School**
13:30-14.30	**Lunch and exhibition tours & visits**	**WORKING LUNCH (SPONSORED)**
14:30 16:00	**ADAPTING TO CHANGE IN CURRICULUM AND ASSESSMENT**	
14:30	**Chair's Opening Remarks**	**14.30-15.10** **MASTER CLASS** **Using Data to Meet your Every Child Matters Obligations** **Rosie Simmons,** Headteacher**, Leverington Primary Academy**
14.40	**PRESENTATION (?)**	
15.00	**PRESENTATION** **Mark Chater,** Director of Programmes and Education	
15.20	**PANEL DISCUSSION** **Anastasia de Waal**, Deputy Director, **Civitas** **Chris McShane,** Headteacher, **Winton School** **Lee Pace,** Deputy Headteacher**, Havergal CofE Primary School** **David Anderson,** SENCO & Maths Leade**St. Christopher's Catholic Primary School** **Chris Waller**, Professional Officer, **Association for Teaching Citizenship**	**15.20-16.00** **MASTER CLASS** **Preparing Your School for EBAC Success** **Deborah Carter,** Assistant Headteacher, **Bullers Woods School**

I was able to gain entry to Mr Gove's opening address at BETT 2012



What follows in P4.5-10 is selected material outlining the exit strategy from the managed service contract and planning for its replacement.

P4.5 Report for Governors March 20th 2013

This is the document presented to school governors to inform them of the issues surrounding the MSP contract and what needed to be considered as a replacement.

Building Schools for the Future gave us £1.4m to spend on ICT. In order to achieve this capital funding we had to sign up to a MSP (Managed Service Provider) who would, for five years look after the ICT, manage the infrastructure and supply software platforms through which all aspects of the schools core business could be delivered. The contract was drawn up following strict PSF (Partners for Schools) guidelines, accepted by the LA and signed up to by Governors. The contract runs for five years and comes to an end in August 2014.

Our annual contract cost is £140k, (yes that's £140,000). For that we get 3 basic elements.

1. Support and maintenance of the network and devices attached to it with an on-site engineer.
2. An MIS (Management Information System) that is at the heart of all of the schools systems: Staff and student data management, reporting, exams, attendance and much more.
3. VLE (Virtual Learning Environment) or Learning Platform; the web site through which learning resources are delivered and all stakeholder communicate.

CPD (Continuing Professional Development) on all aspects of the service and support helplines are included.

Sunderland City Council Corporate IT continue to provide internet connectivity and network switching monitoring through an SLA.

Crucially what is not covered is hardware or software upgrading or replacement beyond warranties.

A number of things such as printer management, projector bulb replacement and further procurement were outside of the contract, but have recently been included. Any extras are chargeable.

The school remained responsible for its CCTV, IP telephony, door entry system and school meals cashless catering biometrics. All of these are supported by 3rd party providers through annual contracts.

So, although the current contract has 18 months to run we need to be planning now for succession. Apart from time to choose the right solution there all of the legal complications of the tendering process.

By the time you read this we will have had presentations from 13 different companies (including RM) interested in providing future services.

1. What is wrong with the current Managed Service?

    - Too expensive
    - Inflexible
    - Not responsive
    - Restrictive
    - No evolution
    - VLE dated and not supported in the future
    - CPD of poor quality
    - MIS reporting and support

2. What is right with the current Managed Service?

    - Technical support
    - Day to day reliability of infrastructure.

3. What about the role of SCC?

    - Do they really understand our requirements?
    - Do they have the capacity to deliver?

4. What are the options?

    - (Don't forget, we have a guaranteed option to continue the service!)

There are two parallel decisions to be made. Firstly what sort of service do we want and with which providers we construct that service. Secondly, within which partnerships do we have that service delivered? Existing partnerships could be strengthened, old ones revived and new ones developed.

- School managed and run. Own staff, each aspect sourced separately.
- School partnership managed and run by schools; infrastructure and hardware only.
- MSP for infrastructure on school by school basis.

- MSP for infrastructure in any one of a range of partnerships.
- 'Deconstructed' current contract, continued with re-negotiated components.

5. Cost to change

- Could be potentially very expensive.
- We have already paid for some components of the current service at considerable cost (CC4, RM tutor for example).

- (Don't forget, we have a guaranteed option to continue the service!)

P4.6 Soft Market Testing: Documents for LEA

This document was issued to interested supplier of ICT support for a Soft Market Testing day; I managed the process. 6 potential bidders attended along representatives from all the partnership schools. They each use this document as their start, amending it as appropriate.

The role of ICT in teaching and learning has a complex history. Those who think there is a simple relationship based on the more technology you have the more impact you get have to compete with a huge amount of evidence that supports counter arguments about this rhetoric masking reality.
What is certain is that after billions of pounds of investment in the UK, well evolved school ICT systems are some of the most sophisticated and complex to be found.
Oxclose Community Academy is an independent charitable trust with a turnover of £5.5m. Its ICT systems are the backbone on which its core business depends. There is unlikely to be a more advanced ICT system in any similar sized SME in the region.
There are 1,200 users of the system who fall into 3 broad groups; pupils, teachers and administrators. All use the same network with permissions allocated by profiles. Each user group has different but overlapping needs.
Pupil users can log on and off 5 or 6 times a day in different locations. Each session lasts 1 hour. There must be no lost time. In any day pupils can move from editing video, to CAD/CAM, then to

Photoshop, web design and PowerPoint presentations. They would expect to be able to save and retrieve this work at any point during their day. For older pupils much of this work is an important component of GCSE success. Reliability is crucial as is efficient backup and recovery. Some may need FTP permissions.

Teachers have similar requirements to pupils, if anything they are less demanding users although a large proportion of lessons are driven by resources delivered via ICT in some way. They need the added access to secure drives and the MIS. For administrative staff full MIS access is essential.

All users need a reliable and fast access to the WWW and an email account. 24/7 access to many parts of the service is essential. Teachers need almost the same access outside of the building as they get when inside it. Planning preparation, marking, recording and report writing all take place outside normal working hours.

Pupils need some of this too: as do their parents. They need to access current work, and see their current progress and attendance.

Looking forward we see a shift in approaches that uses more contemporary technologies. This will see a move away from hard wired PCs with client installation of software to virtualisation of server infrastructure, wireless tablet devices and thin client licenced software: Much more of our service will be ‘cloud’ based. This increased functionality will we hope also deliver cost savings.

BYOD (bring your own device), while striking fear into those responsible for network security will need be addressed and the issues overcome.

Teaching and learning, tracking and monitoring, communication, parental engagement, administration are all essential and reliant upon the best ICT systems currently available, now and in the future.

In broad terms the infra-structure comprises:

- Network with over 1000 ports
- 1 GB backbone
- 5 cabinets in separated locations
- **15** physical servers with SAN and tape backup
- HP Procurve switching (close to capacity)
- Cisco enterprise wireless network with 35 access points
- 750 desktop PCs
- 80 classroom laptops and 75 personal teacher laptops
- 75 digital projectors
- IP CCTV with 40 cameras
- IP Telephones
- Biometric cashless catering

The software running on all of this is:

- Microsoft Server 2003
- Windows 7 (with licencing for Windows 8)
- Office 2012
- Adobe CS4

……and a range of specialist software for specific devices and applications.

The MIS, VLE and Exchange are currently hosted off site.

A second day, also managed by myself was held for MIS and VLE providers.

P4.7 The Next Step: Summary for BSF Schools

This is the summary I prepared for the LA 'Way Forward' meeting following the SMT days.

The general consensus following our 2 SMT days was that there are solutions out there that would deliver our requirements and support schools going forward into the next phase of their development in the use of ICT.

Technical Management and Support

There are two parallel decisions to be made. Firstly what sort of service do we want and with which providers (if any) we construct that service. Secondly, within which partnerships do we have that service delivered? Existing partnerships could be strengthened, old ones revived and new ones

developed. Partnerships **will** bring cost and quality of service benefits. Each of the following options have positive and negative aspects relating to issues such as staffing stability, training and cost.

1. School managed and run. Own staff, each aspect sourced separately.
2. School partnership managed and run by schools; infrastructure and hardware only.
3. MSP for infrastructure on school by school basis.
4. MSP for infrastructure in any one of a range of partnerships.
5. 'Deconstructed' current contract, continued with re-negotiated components.

We all need to keep in mind **Cost to Change.** It could be potentially very expensive. We have already paid for some components of the current service at considerable cost (CC4, RM tutor for example). There are bound to be cost (e.g. Server Virtualisation) associated with the start of any new contract. However, the move to 'hosted' and 'web based services' such as 'Office 365' have the potential to save large amounts of money.

MIS and VLE

There is much more scope here for schools to do their 'own thing'. The cost benefits of working in partnerships are still there in term of licencing and training, particularly if we chose new platforms.

Discussion

A proposal would be each school shares their current thinking under headings such as:

- Do you have a preferred model for ICT technical support?
- Do you have a preferred MIS solution?
- What is your approach to VLE use?
- Are there any issues you need clarification on and can any members of the group help?

P4.8 Questions prepared on behalf of Way Forward group to present to SCC

Schools felt there was a lack of clarity around the future role of the LA. The following document was prepared by me on behalf of all the schools to illicit responses to key questions.

BSF schools held a meeting on Thursday 7th November. 4 schools attended. The questions below are those we feel we need definitive answers for at our next meeting. Schools representatives need to present options to their governing bodies between now and January. They will need to be fully informed of all the options available. Up to date we have focused largely on what RM can offer. We now feel the need for definitive answers from SCC to these issues:

1. To what extent will SCC support LA maintained schools in the contract renewal process?
2. Will SCC be able to offer schools any technical support from 2014?
3. Can SCC itemise services and costs in a 'post contract world', specifically:
   a. Broadband (including details of bandwidth and redundancy)
   b. Filtering and Firewall
   c. Server and Switch monitoring
   d. Wireless Network monitoring
   e. 3rd line support for all of above
   f. Major project (e.g. virtualisation) advice and support
   g. Purchase 'Cloud' storage and associated back- up from SCC?
4. What are the implication should schools procure Broadband from another provider, particularly for primary feeders?
   (SIMS support, secure file transfer, SCC VLE access etc.)
5. What steps do schools need to take to inform SCC, Primary Schools, Training Providers (e.g. RHA) should they use another Broadband provider from September 2014?
6. What would be the impact on telephony of any move from the council network?

P4.9 Selected 'Way Forward' Minutes

The impact of SMT days and questions of the LA continued to have an impact on the 'Way Forward' discussions. Again I included two sets of minutes as an example.

Sunderland City Council

BSF WAY FORWARD MEETING PART 1 (SCC & SCHOOLS)

Minutes of meeting held on: Tuesday, 21st October 2013

Present:	Diane	Acting Head of ICT, SCC	Chair
	Paul (	Commissioning Officer, SCC	
	David Haw (DH)	Oxclose Community Academy	
	Grahan	Biddick School	
	Gaynor	Washington School	
	Vicky S	Red House Academy	
	Paul M	CVEA	
	Alan L	Sandhill View School	
	Maxine	St Roberts of Newminster	
	Lorrain	Sandhill School	
	Paul Ea	Academy 360	
In attendance:	Zena W	Minute Taker, SCC	

		Action
1.	Apologies and Introductions No apologies were recorded.	
2.	Minutes of previous meeting: The minutes of the meeting, held on 9th July 2013 were accepted as a true record. Actions: DD agreed to ensure the information in relation to the disposal of equipment was circulated to members of the meeting. DD confirmed the Council had a contract for the secure disposal of confidential waste, including paper, but a minimum quantity was included within the contract. Page 2: DH informed members that his school had engaged legal representation for a tender assessment document should any other schools be interested.	DD
3.	ANC 103 – Update (RM Refund) DD acknowledged a formal response had been received from RM at the beginning of September 2013.	
4.	Contract end SCC legal & procurement DD stated that she believed RM should have begun discussing with individual schools their plans for the future. PO confirmed MB had circulated an e mail. Washington representatives confirmed they were still awaiting a price from RM and questioned whether any members had received any yet. Members were recommended to challenge any prices given by RM as they had quoted some schools incorrectly. **DH** informed the meeting he had questioned the legal advice provided by the LA and solicitors with his legal representative, who had stated that they did not believe this was a straight forward handover. DH explained from the advice given the Academy could be challenged. GP highlighted that their legal representative had highlighted that there was a 30 day challenge within the contract – but this period did not commence from the date of the contract but from the date the challenge was highlighted. GP shared that he had been informed the way to get around this was to either place a voluntary transparency notice in the OJEU to invite challenge, which would have a cost attached, or to advertise locally a one year contract, but acknowledged that this process would need to be repeated the following year. Members acknowledged there was a third option for the Council to agree to sit in the background as a silent partner but they were aware the Council were not willing to do this. GP stated that his legal representative had stated that he found it concerning that the Council did not want to assist. DD explained if the Council was being asked formally they would need to review the situation, taking into	DD

	consideration any resources which would be utilised. GP stated that the Council were not being asked to provide any resources but just to agree to sit in the background as a silent partner. DD agreed to look into this proposal further. DD shared that she believed some issues had been resolved but if members were considering extending the contract they needed to have opened discussions with RM representatives by 31st October 2013 with the final decision by 28/02/14 The meeting was informed RM had provided templates to schools to ascertain what services may be required however the finalised novation could not be taken forward until they knew what each school was doing. DD shared that Jonathon had recommended the deed of extension notification as the best way forward. GP reiterated that their legal representative had stated that this would not be legal and, if the decision was to take this option, they should ask the Council for an indemnity against challenge. GP stated that this had been raised with both RM and Jonathon who had refused to provide this. GP explained that taking this option left the schools open to legal action and therefore cannot be novated. DD agreed to raise this with Jonathon. GP reiterated that the schools were not asking the Council to have the same involvement as historically but just for them to sit in the background, without an input, as the original contract was with the City of Sunderland Council and if this was being extended it needed to be as is. DD felt issue was some schools were not taking forward some of the services; GP explained this could be included. **DH** informed the meeting his school had taken the decision not to extend forward with RM, as they were looking to convert as a Multi Academy Trust in 2014 and they would like systems which could be internally managed or outsourced**. DH** explained that his equipment requirements were only going to be met by paring back the contract to a basic minimum. Members shared details of the prices quoted individually to schools by RM, which varied greatly dependent on the schools circumstances/needs. DD acknowledged that there was still a lot of work to be undertaken but RM would need a definite response by the 28th February 2014 of plans for the contract, as members of staff were involved which would require a TUPE process to be implemented. DD acknowledged that if the schools decided to go out to tender RM could put forward a bid. **DH** questioned whether the Council would be informing RM of who would be taking forward their services. DD confirmed this needed to be clarified by 28th February 2014 ie are schools continuing with the present contract, ending the contract, moving across in its entirety or novating. DD reiterated that she would contact Jonathon today to request clarification around the legality and liability issues and would inform all members of the response. It was agreed PO would put together a matrix of services to ascertain what schools are thinking of taking across, taking into consideration some schools are considering continuing with Integris.	DD DD DD

	DH questioned whether this would be discussed with RM by the Council or by individual schools. DD agreed to discuss this with Jonathon to ascertain disengagement.	
	DH stated that one of the reasons schools were confident about going out to tender was because of the technicians within the schools. DH questioned when the procedure would commence for the staff to be TUPE over. DD highlighted that as well as each school having a technician the TUPE process would also involve 3 members of management, therefore the situation would not be straightforward. DD explained that if the schools were taking the option forward as a managed service RM may have a valid case in requesting that the management personnel were also TUPE. DD acknowledged that she was not fully aware of the HR responsibilities and this would need to be clarified.	PO DD
	DH stated that his school would be advertising the technician position.	
	AL questioned when this information would be clarified. DD explained this would not be taken forward until a decision was made about whether schools were taking the contract forward in the first instance.	
	DH stated he believed if the contract ended the opportunity to TUPE staff should end but acknowledged the law stated on site staff should be offered the opportunity to TUPE.	DD
	DD acknowledged the comments made but stated if the schools were considering entering into a fully management service with RM the circumstances would change.	
	DH informed the meeting his school was open to negotiations about "sharing" technical staff between schools. DD highlighted that there would be a need to consider providing staff with an opportunity to keep their skills up to date.	
	VS questioned if the TUPE process was taken forward, would there be an option for staff to work with new providers. DD stated that this would need to be reviewed but recommended if schools were not taking forward a contract with RM the process was undertaken in a timely manner. DD acknowledged if schools took forward the ANC proposals the process would be simpler.	
	DD reiterated the need to ensure there was a smooth transition.	
	DD shared that the Exit Plan with RM was that they had to work with schools. PO agreed to forward a copy of the Exit Plan to Vikki Smith.	
	DH stated he felt the interface with the City of Sunderland would be the most complex as he did not feel the school infrastructure would change. DD acknowledged and agreed schools should be in a good position.	
	AL requested and received information relating to what service provisions DH was putting out for tender.	
	DH informed the meeting his school had paid £3k in legal fees, their exact requirements were written down within a "service specification" and their solicitor would expand on the requirements and confirm the legalities.	PO

	DH stated that his school did want a third party audit. DD shared that the Council had implemented these types of contracts to provide external verification. AL stated that he would take DH's proposal back to his Senior Leadership Team. DD reiterated that the contract with RM ended on the 31st August 2014 and they were trying to ensure schools had a continuity of services and that they had received the right help and advice to ensure a smooth transition. DD agreed she would discuss, internally, the request for the Council to sit as a "silent partner". DD reiterated that it was important the matrix to be circulated by PO was completed. Members questioned whether the City of Sunderland would consider putting a bid in if the services went out to tender. DD explained that the City of Sunderland IT direction was moving and they were looking at developing a shared service with the City of Durham, who already had significantly advanced services for schools, therefore depending on the position they may recommend Durham's involvement but this had not been confirmed. DD agreed the City of Sunderland could provide support but it may have problems meeting the exact requirements schools may need, therefore, could not say yes or no at this present moment in time. DD shared, on a personal note, that she would like to continue but there was a need to ensure the City of Sunderland had the capacity to do this. PM acknowledged that there may be an issue with the feeder primary schools, in relation to connectivity. **DH** shared that RM had provided a competitive price for connectivity but acknowledged if this was taken forward there would be the issue of what would happen with the primary schools. DD acknowledged that the networking of schools had been originally provided using "harnessing technology" money and the systems installed had been correct at the time; they were cost effective and met the needs of the schools. DD acknowledged that the systems were installed 9 years ago and shared that the City of Sunderland were working with line providers to ascertain the best options available now to provide schools with greater independence and resilience. DD shared that she had arranged for work to be undertaken on design costs and would share this information with members when it was available. DD acknowledged that the schools had agreed to work together and stated that she would hope this would continue until "decoupling" was fully explored. DD confirmed the services to schools would not change but would look at improving this and explained with the proposal to share services with the City of Durham she believed one of the many benefits was an option to tap into mature services. DD confirmed connectivity would continue to be an IT responsibility and that she was not expecting this to change. **DH** acknowledged that schools were now coming to a position which allowed them to put into place improvements. DD shared that a key part, within Sunderland, was ensuring Telecoms had the correct resources in place; this had now been undertaken but "decoupling" would be a complex task which needed to be undertaken to ensure improved services/connectivity.	AL DD DD

	PM stated that his school did want services under a single umbrella if possible and if RM could provide this, including connectivity, this would be considered but he also acknowledged this could be problematic for their feeder schools. GP stated that his school would be prepared to remain with the City of Sunderland if they agreed to be a silent partner within the contract with RM. PM stated his school would also agree with GP's proposals. Members questioned how schools were aware of which schools they were coupled with. DD agreed to arrange for this information to be circulated. DD stated that she wanted everyone to be able to take advantage of super-fast broadband connectivity but also wanted the service to include more resilience to ensure it was controlled correctly and cost effective. **DH** acknowledged that there were times that the present arrangements were problematic and that there were different options which could be taken forward. DD acknowledged that from starting the connection process for schools computer usage had increased vastly. **DH** reiterated that RM's quotations for connectivity had been very cost effective. **DH** questioned what and how communication would be made with the feeder primary schools. DD agreed to look into this and feedback to members of the meeting.	
5	AOB/Joint Issues: **DH** highlighted that he had shared issues which were being encountered with Integris but had not received a response. Members highlighted that they were still having issues with registrations. **DH** shared details of a software package, Board Works, the costs and what programmes it worked in line with. GC confirmed that she had had issues with AMI in relation to some services no longer being available but explained that this had been raised. PO questioned if GC's school had paid for the services. GC stated they had paid for the service once but Infinity Update was missing a lot of the reporting tools that they had been informed would be available. Members highlighted issues as they had paid for Don to attend schools and they did not feel they had received adequate support.	
6	Date & time of next meeting: Tuesday 10th December 2013 8.30am – 12, Shackleton Room, Sandhill Centre	

Sunderland City Council

BSF WAY FORWARD MEETING PART 1 (SCC & SCHOOLS)

Minutes of meeting held on: Tuesday, 10th December 2013

Present:	Diane Downey (DD)	Acting Head of ICT, SCC	Chair
	Paul Owens (PO)	Commissioning Officer, SCC	
	Paul Marsden	CVEA	
	Lorraine Roeves (LR)	Sandhill View School	
	Allan Langford (AL)	Sandhill View School	
	Maxine Brown (MBr)	St Roberts of Newminster	
	David Haw (DH)	Oxclose Community School	
	Paul Easton (PE)	Academy 360	
	Gaynor Cuthbertson (GC)	Washington School	
In attendance:	Zena Wilkinson	Minute Taker, SCC	
	Laura Scott		

		Action
1.	**Apologies and Introductions** John Hallworth and Neil Rogerson. DD informed the meeting she had a further engagement, therefore would need to leave the meeting at 9.00 am but PO would Chair the remainder of the meeting. Members agreed the order of the items discussed would be changed.	
2.	**Minutes of previous meeting:** The minutes of the meeting, held on 21st October 2013 were accepted as a true record. Matters Arising: Disposal of Equipment: PO received confirmation the information was outstanding and agreed to take this forward.	

	Contract End SCC Legal and Procurement: PM received confirmation RM would need to be informed of their decision by 28th February 2014 and questioned the process. PO explained this clause was written into the contract. PM questioned the legal standing if school decided to go with another provider**.** **DH** explained that there was a disengagement agreement and RM were required to be co-operative during the handover period. PM stated that he was uncertain whether he would have Governors agreement to future proposals by this date. PO stated that RM needed to be informed by 28th February 2014 to allow all parties to prepare for the future, for example disengagement. **DH** acknowledged this may be a difficult situation for those schools considering remaining with RM. PM acknowledged that at this point their school would only be stating an "intention" but this may not be taken forward. **DH** stated that their decision had been influenced by RM's recent actions, for example staff reduction/closure and their concerns about the Company itself. PM raised concern that if the contract with RM was not taken forward SCC would become the default provider, and questioned how (if a meeting was being arranged in January 2014 in relation to costs/services) decisions could be made by 28th February 2014. PO agreed to verify the legal period of notice required by RM. GC highlighted that their school had requested a service breakdown, from SCC, in March 2013, and had been led to believe this would be available before January 2014. **DH** stated that concern had been raised in relation to information provided by SCC, when discussing Lightspeed, and this had left the school with a lack of confidence. PE stated that his remit was to ensure best value for his Academy and if prices were not available, for comparison, from SCC the Trust Board would decide to go with another provider. GC shared that she did not believe SCC were doing anything to help BSF schools. PM stated that he was concerned about the lack of clarity available from SCC and the services which would be available, especially as this information would not be available until January 2014. **DH** informed the meeting that he had been informed, by a member of SCC's technical support staff, if they moved broadband provider this would not interrupt feeder primary services. Members agreed a breakdown in service provisions/costs, within the SLA, was required.	PO/DD PO

3.	**SCC Legal Note** **DH** shared details of the response received from their legal representatives, Bond Dickinsons. PM confirmed this was a similar response to that which they had received from their legal representatives. DD acknowledged that differing legal advice was being provided but stated the LA legal representative had stated that this could go forward and if the LA continued to be a silent partner there would be terms and conditions. **DH** acknowledged that this was legal advice but stated that he believed members needed confirmation, in writing, of what could/could not be taken forward. PM agreed with **DH**'s comments in relation to liability, especially if the schools took forward the legal advice provided by the LA and whether they would hold any liability. DD explained she had clarified the issue raised but was unsure how this could be taken forward as following any clarification further questions arose. DD stated that following the previous meeting he did not believe the contract would continue "as is" and he believed the question was how the LA could assist schools to move forward – with either the separate options they wished to take forward or to meet their needs. Members acknowledged that RM representatives, in September, believed a "note" would be suitable and had also believed the only question was whether the LA would continue as a silent parent and if they went ahead with this there would be clauses. PM stated that he would like the liability issue clarified in full. DD agreed to take this forward.	DD
4.	**Schools Questions to SCC ICT** Members confirmed they had received the list of questions prior to the meeting. DD stated the LA had a Direct Services Catalogue available which covered the questions, but these were being reviewed at the present time, therefore she would not provide any costs. DD stated that the revised catalogue was due in September 2014. DD informed members that the LA would support maintained schools and, if there was a need to make any adjustment for BSF schools this would be done. **DH** stated that a decision needed to be made by February 2014 and ball park figures would need to be available. DD stated that she would try to arrange a further meeting, at the end of January 2014, and would try to provide these. DD explained there was an issue as the LA were looking at a more resilient structure for ICT support. PM requested a copy of the present SLA catalogue. **DH** highlighted that the costs within the catalogue were global and stated it would be helpful to have individual costs. DD agreed to arrange this.	

	Members acknowledged that there would be significant issues, in relation to changing the broadband providers, in relation to secure file transfer. **DH** acknowledged that this was already an issue at the moment. DD shared that there were early indications, from Government, that PSN Secure Guidance may be applied to schools but only early notification of this possibility had been received to date but she was hoping further information would be available, to share with schools, in 2014. Members questioned what notification the LA would need to be given if they decided to change providers. DD stated that 3 months' notice would be required to discontinue services but the LA would give help/assistance with what would need to be provided and full support would be given to any external providers but highlighted that if the schools were not on the LA broadband this may impact on services. In relation to telephone services members were informed the impact of any changes was that this was run on a secure network and it would be difficult to continue this if another provider was connected. PE stated that there were concerns with the provision of broadband and best value. PE explained that they had had significant issues with SCC's control when they had wanted to develop aspects, for example curriculum development. PE stated that this would need to be reviewed if his school remained with SCC. DD acknowledged the issues and stated this was why SCC wanted to decouple schools, onto independent lines, and this would provide more security. PE explained his school had recently had issues because they had not been able to get secure files through SIMS. **DH** agreed this was a major issue which needed to be resolved. DD acknowledged and agreed there was a need to go back to basics for schools and ensure independent lines. PM shared that there was nothing stopping schools for going with another broadband provider. DD explained that schools needed to understand what was actually provided, which was not just the broadband and needed to ensure the different systems would work. PM stated that this was one of the reasons an up-to-date SLA catalogue was required.	DD DD DD
5.	**Data Protection Act Model Clauses** PO informed members LA legal representatives were looking at the issue that back up services, for RM, were being based in India. Members of the meeting acknowledged this had been ongoing for a period of time.	
5	**AOB/Joint Issues:** No issues raised.	
6	**Date & time of next meeting: TBC**	

P4.10 Document prepared and used across LEA for 'Invitation to Tender'

I prepared the documentation required for the tendering process. Again this was shared across the partnership and amended by individual organisations.

Oxclose Community Academy
Value Diversity : Strive for Excellence

INVITATION TO QUOTE FOR ICT SERVICES

Sunderland City Council

Introduction

Oxclose Community Academy (OCA) is a thriving 11-16 secondary school serving the children and families in its locality and beyond. The current pupil role is just over 1000; many travel a considerable distance to get here each morning. There are 75 teaching staff, assisted by almost the same number of a support staff with a variety of roles. We converted to an Academy in 2012; our Charitable Trust has an annual turnover in excess of £7m. Teaching and Learning of the highest quality is our core business, although our activities reach well beyond that; we do for example, manage all of our own catering and cleaning services and offer a wide range of activities and resources to the wider community on evenings and weekends.

Current Provision

Our current ICT provision is the result of a Building Schools for the Future (BSF) contract, awarded on our behalf by the LEA in 2009 and due to expire at the end of August 2014. Since its inception we have added a number of extra elements. A summary of the provision at this moment would be:

- Services provided by our Managed Service Provider (MSP). This is composed of three main elements:
    1. Our Management Information System (MIS), software that manages pupil information that meets our statutory obligations around issues such as attendance and reporting on pupil progress.
    2. Virtual Learning Environment (VLE), the platform that delivers learning materials to pupils and allows parents and carers to view selected data relating to their children.
    3. Crucially here, the management of our ICT infrastructure and all devices connected to it. For this aspect of the service we have MSP staff based on site, a 'call logging' protocol and access to regional and national support networks should issues require 'escalation'.
    4. Email via a shared exchange server using the '@sunderlandlearning.net' domain.
- As part of the BSF contract, Sunderland City Council (SCC) has retained responsibility for switch and wireless network monitoring and maintenance. They also provide our internet connectivity and firewall paid for through an SLA. This service is proving unreliable and offers poor bandwidth. We would welcome advice on alternative solutions
- Service we procure outside the BSF scenario are:
    1. IP CCTV management
    2. IP Telephony
    3. Door entry security
    4. Enterprise printing
    5. Biometric cashless catering
    6. Financial Management Software

Current Developments

- Our server infrastructure will be virtualised on a 2008 platform before the end of the contract.
- A 50 licence Cytrix thin client solution will be installed at the time of virtualisation.
- 'Lightspeed' and 'BYOD' web filtering has been procured.
- Office 365, email and 'OneDrive' accounts using '@oxclose.net' domain have been rolled out to staff and pupils.

Drivers for Change

The current MSP contract is coming to an end. SCC, who procured the current contract on behalf of 8 schools, will not play a role in future negotiations. Oxclose Community Academy ("OCA") is therefore in a position to procure its own services to start from September 2014.

The world of technology has always and will continue to evolve rapidly. At the start of the current contract (only just over 4 years ago) smartphones, tablets, e-readers and cloud services were in their infancy. Our future services will need to be able to embrace this rapid pace of change. Ensuring that OCA is, initially able to make best use of current technology, future providers will need to be sufficiently forward thinking to keep us at the cutting edge of technological evolution.

Scope of Provision

It is our intention to re-align the ICT services and support we procure. We want as many as possible of our current systems to be supported, monitored and maintained by our on-site staff in conjunction with an ICT partner.

Solutions in place not included in this tender

1. The MIS will be procured from the platforms available in the current market
2. The VLE; this has already been procured from 'Frog'
3. Cashless catering and biometrics will continue to be provided by CRB
4. Enterprise printing provided by Konica Minolta
5. Business management software provided by TSG
6. ICT technical support staff who will be transferred to the school under 'TUPE' arrangements
7. Leased line, internet connectivity and associated firewall and filtering

Solution included in this tender

We are looking for a partner to work with us to ensure a reliable and robust ICT solution for OCA comprising:

- 24/7 Monitoring of all switching and server infrastructure, to include Wireless, CCTV, IP Telephones and door entry
- Call logging and 'ticket' tracking system for all staff
- Technical ability and experience in current and future ICT systems
- Rapid and timely response to issues of service disruption to ensure continuation of provision
- Ability to provide 'all through' support and solution, from cabling, electrical, server, switching, connectivity and user devices as required
- Ability to liaise with 3rd party providers attached to the network, e.g. CRB, TSG, Konica Minolta
- Provide absence cover for onsite staff at pre-agreed rate
- Provide access to training opportunities for on-site staff at pre-agreed regularity
- Attend agreed programme of service review meetings
- Offer consultancy support in planning of major projects
- Advice on solution to 'single point of failure' of current internet connection with design of new 'fail safe' approach to connectivity and improved bandwidth
- Ability to expand service to include potential future partners, particularly primary schools

Contract Management and Contract Term

In addition to provision of the ICT services, the successful supplier will be required to provide regular updates and progress reports to OCA regarding the ICT services against any performance indicators notified to the successful supplier by OCA. Suppliers should also describe their procedures for quality assuring their work and provide details of quality standards held by the organisation in their quote. OCA requires the provision of the ICT service to commence and be fully functional on 1 September 2014 for the start of the new academic year. The contract is for an initial term of one year. On the successful completion of which, assessed by reference to any key performance indicators notified by OCA to the successful supplier, the contract may be extended by a further two years.

Site Visits

The School has offered all suppliers the opportunity to come and visit the school site to carry out pre submission site surveying.

Evaluation Criteria

The award criteria for this requirement are the most economically advantageous tender evaluated against the following:

Criteria
Technical Ability
Experience
Price
Value Add
Total Solution

Quotations received will be assessed against these criteria and the contract awarded to the company who, in provides the most economically advantageous tender.

Bid Submission Requirements

As part of the quotation suppliers are required to provide the following:

1. Methodology:-
   A methodology statement on how the requirements set out in the Statement of Requirements (annexed to this ITQ) will be delivered. This should include your capability to meet the Statement of Requirements, demonstrate your ability and flexibility to deliver the ICT services to the required timescales and your proposed model for delivering the services, which should set out the specification requirements demonstrating the achievement of the required outcomes.

   Please confirm if you are using, or intend to use, sub-contractors for any element of the services. If so, please demonstrate where you will do this and how you will monitor the sub-contractor's performance in the all areas identified within this ITQ.

   Please also provide a copy of your standard terms of business.
2. Price breakdown:-
   Including a full cost breakdown of your proposal including a cost for the provision of the services during years 1, 2 and 3 of the contract and details of the numbers and status of staff involved, their time and associated costs. VAT, expenses and day rates for additional services and ad hoc services (including PAT testing and CPD where applicable) should be identified separately. A full breakdown of all costs should be provided. The breakdown of costs should

be exclusive of VAT but state where VAT will be charged and a timetable for delivery of the requirements, demonstrating that the outputs stated in this quotation document can be met. Please also confirm that the submitted quotation shall remain valid for a period of 90 days from the date of the submission.

3. Referees:-
   Contact details for up to three referees for ICT services of a similar value you (and any sub-contractor) you have been providing to a similar education establishment within the last three years.

4. Financial Standing Evidence:-
   Confirmation that if requested you are able to provide documentary evidence establishing your (and any sub-contractor's) eligibility to tender and your qualifications to fulfil the contract if your quotation is accepted. This may include appropriate insurance cover, an appropriate health and safety policy and evidence of your financial and economic standing. Please also confirm that you and any sub-contractors adhere to all Health and Safety and other relevant legislation. OCA requires that any staff providing services at the school site are, in advance of doing so, checked against the Disclosure and Barring Service. Please confirm that you will undertake these checks and, if applicable, confirm that any sub-contractor undertakes these checks.

5. Added Value Offering:-
   Evidence of value for money and added value.

Quotations

The following instructions are relevant to this ITQ;

- You must bear all costs associated with the preparation and submission of the quotation;
- OCA reserves the right as part of this quotation exercise to seek documentary evidence that the services conform to the quotation documents, which may be in the form of literature, drawings and data;
- OCA reserves the right to require amendments to the Supplier's terms and conditions of business applicable to this quotation to be made at no additional cost to OCA;
- OCA does not bind itself to accept the lowest or any quotation, and reserves the right to cancel or suspend the quotation exercise at any time; and
- All submissions will be evaluated against the criteria stated in Section headed Evaluation Criteria and all unsuccessful bidders will be notified of the outcome and provided with feedback if requested. Feedback will be provided in written form.

Queries

- All queries in respect of this ITQ should be made to Mr David Haw. David Haw can be contacted by email at: haw.d@oxclose.net. It should be noted that OCA does not bind itself to respond to queries, raised by potential suppliers less than 48 hours from the closing date of receipt of submissions.

- To ensure a fair and transparent process, no approach of any kind in connection with this opportunity should be made to any person within or associated with OCA. Failure to comply may result in disqualification from the process.

Closing Date for Submissions

- The closing date for receipt of quotations is 5pm 13 May 2014.

- You should email your completed submission to haw.d@oxclose.net. You may also post a hard copy to David Haw at the school address if you would like to do so, but this is not a requirement.

- No late submissions will be accepted. Any submissions received after the closing date will be returned by e-mail and not evaluated.

	Details
Help Desk facility and monitoring, including servers	A helpdesk facility should be provided for cover between 8:30 and 5pm daily except bank holidays. Helpdesk should include a pro-active maintenance package and detail what daily checks would be carried out on servers. Invitees would need to demonstrate how Helpdesk would monitor all servers/PCs and facilitate extra backup to onsite IT Staff where necessary for holiday and sickness cover. Invitees should disclose which industry level remote monitoring package they would use to provide the remote monitoring, management and control service. Details should also be supplied demonstrating how faults are logged and tracked with details of the procedure. Although the servers (HP) will be in the main, maintained by the on-site staff and are under a manufacturers backed guarantee, it will be the tenderers responsibility to monitor these servers remotely for failure and do a daily log-in to the servers to ensure all back-ups have been carried, check event logs for errors and disk space.
Switch Infrastructure	The switches are HP Procurve 5412's with V1 modules utilising 10-Gigabit backbone between locations. These switches approximately 8-years old and we wish to retain these moving forward. Invitees should offer a full switches advanced hardware replacement solution and detail and demonstrate how this will be facilitated and achieved. All switches should be monitored for failure under the contract and software should be updated at least every 6 months under the contract.
Wireless Network	The wireless system is Cisco managed solution with approximately 35 access points and a controller. The system should have SmartNet applied as a minimum and hardware cover for the whole system would be desirable, including monitoring of all access points with a hardware replacement facility.

	On the event of any device failing (monitored by management company) this will be replaced under the contract. IOS is to be kept up to date with any end-of-life details passed on to the Academy.
Data and Electrical cabling	The data cabling is Category 6 and OM3 fibre Connectix and comes from a number of data cabinets including the core and 5 access cabinets. The system is currently covered by a manufacturer backed 25-year warranty and it would be desirable that the company can demonstrate their ability to maintain this system and add to it. It would be beneficial if the organisation has the ability to install small power works and also maintain these systems. PAT testing facility is also a desired service. Oxclose Community Academy also have UPS systems on site, tenderers should allow for checks of batteries and recommend replacement batteries if and when required to ensure the Academy has an effective UPS at all times.
AV and Digital signage solutions	Oxclose Community Academy currently has a mixture of Hitachi Starboards and CleverTouch LED touch screens. The projectors are manufactured by Casio and Hitachi. The Academy will be responsible for bulb replacement and filter cleaning although tenderers will need to demonstrate their ability to offer support for replacement projectors, AV cabling and assisting on-site staff if required. Details of the software cover for the CleverTouch screens should also be offered. Details of how this will be managed and monitored should be supplied.

Annex: Statement of Requirements

IP Telecommunications	Oxclose Community Academy currently has a Mitel 3300 Mxe platform and a mixture of Mitel handsets. Handset cover is not required. Software Assurance is up to date and should be included in the contract along with hardware cover for the Mxe controller. Tenderers would need to demonstrate their ability to maintain these systems.

IP Surveillance & IP Door Access	Oxclose Community Academy currently operates a server based system with Axis and Mobotix cameras utilising Milestone Systems Professional recording software. Servers are manufactured by Dell and the switches are the Academies 5400 switches with VLAN configuration. The invitees should allow for maintenance software (including updates) and CCTV camera hardware. Door access is a Netgenium Policy Server based system utilising swipe card access. The invitees should allow for maintenance software (including updates) and door access hardware.
Director service	Oxclose Community Academy recognise the need for Senior level account management to monitor the quality of your services, identify issues within the Community Academy and opportunities for improvement with support at the Director level so when it comes to technology we can ensure we are getting maximum performance with value for money across our entire Community Academy. In your submission, you should expand on how this will be done, how it will be costed and where this has previously worked well, ideally within an education environment. Invitees will also be required to support Oxclose Community Academy for potential recruitment and will therefore be required to include costs for this and expand on how this has previously worked well with existing clients.
Training and C.P.D	It is our intention to employ on-site technicians to act as first line support. These technicians will however need access to external training. Tenderers are to detail what training can be offered and what costs will apply, over and above the contract and if these courses/training can be delivered on site.
Optional Internet Connectivity & Firewall	The Internet circuit currently in place is a 100-meg leased line to City of Sunderland Council, Moorside. This will be replaced but the current Lightspeed device will be retained. Oxclose Community Academy is looking to procure a 100-meg connection on up to a Gigabit pipe at some point in the

	very near future and is already in the process of obtaining quotes. Tenderers **could,** if they wish supply information on their offering for Internet connectivity, specifically for education and how this would be managed and filtered, giving examples of what technology can be offered and how this can benefit Oxclose Community Academy and any feeder Schools. Quotes could include proposed solutions and associated costs. The school has already obtained quotes from 3 potential providers.

Timetable

Procurement	Target commencement date
Issue Invitations To Quote	3rd March 2014
Site Surveys	8th April 2014 – 16th April 2014
Quote Received	5pm 13th May 2014
Evaluate Quotes	Week commencing 12th May 2014
Provisional Decision	19th May 2014
Award Contract	26th May 2014
Implementation Phase	26 May 2014 – 31 August 2014
Support contract commences	1st September 2014, this date may need to be earlier to facilitate the handover from the current supplier to the new supplier to ensure a smooth and successful transition.

P5. Appendix

This appendix contains the documents from which the data was collected. It starts with interview transcripts, gives headline results from the teacher questionnaires and provides a sample from the lesson observations.

P5.1. Head Teacher Interviews

4 interviews were conducted, each with the same basic set of questions as a starting point. Technology let me down for the third. This was the first time I had undertaken an interview as a visitor.

P5.1.1 Head Teacher Questions

Opening statement. *One of the major aims of the BSF programme is the transformation of teaching and learning. ICT is expected to be the main tool in that transformation.*

1. To what extent do you think ICT is capable of that transformation?
2. Do you have a clear understanding of what transformed teaching and learning looks like?
3. Do you think, as a Headteacher/Senior leader you have the capacity to deliver what is expected?
4. During the process of your schools BSF development how much time did you have to devote a focus on teaching and learning and its transformation?
5. How well prepared do you think your staff were to embrace the new technologies in their new environment?

   5a. As you come up to the opening of your new building how confident are you that you can make best use of the ICT investment from the start.

   5b.You are now (add timescale) from the date you entered your new building and the ICT the service started. What have been your experiences of the way in which the ICT is being used in teaching and learning?

6. Are there any signs or hopes for the future? Where do we go next?

P5.1.2 Head Teacher 1: Transcript

Headteacher 1: MF

DH: The whole premise or the main premise of the **BSF** programme is that it was transformed teaching and learning, for that population. ICT was a major part of that.
MF: Yes

DH: That was the expectation. My first question is, to what extent, do you think (without BSF context) ICT has the capacity to transform teaching and learning?
MF: The first thing to say is that it its one of a number of tools to transform teaching & learning. When you're working with staff you think about the way they communicate effectively with kids, and ICT not only allows that communication to take off in so many different directions, it allows you to transform the learning environment – takes away the need for place. If you and I are in a teaching and learning relationship, it only matters where we are sometimes; when we need to talk directly to each other. There are significant amounts of time, when I can be anywhere in the world, and in direct relationship w/ you, through the use of ICT. You can have access to my work; I can have access to yours. It's anytime, anyplace, anywhere. The other significant thing is it gives us access to whole world of knowledge, human endeavour and understanding. The challenge that it has, if any bits of information are at my fingertips or the end of a search engine, what I need to understand about that information is the validity. I need as a learner to be able to critique pieces of information; in terms of where they come from, validity and what bias they might have. You're asking for a different set of learning skills from the learner. (2:17)
DH: Teachers have to change their focus on parting them skills, rather than the content.
MF: It is about how I can become an effective learner in order to use the ICT effectively. If you move away from the world of knowledge, through how we create knowledge and create content. There are tremendous opportunities for kids as learners to become active creators instead of passive receivers; the ability to work in a number of dimensions and modes; rather than single mode that is pen and paper. I can use video, text, image and sound - all these different ways to create meaning therefore to transmit meaning. So it gets really interesting. (3:20)
DH: You're embarking on this process using that budget for the BSF programme. You're told as a Headteacher, the outcomes got to be transformed teaching and learning, Could you honestly say at that time, you had any idea what transformed teaching and learning would look like? (3:50)
MF: No. What you can say is, you understand the best learning you can offer at that particular time looks like. As new technologies emerge, how you use those in the transformation agenda. You have got to constantly have an open mind to new technologies. Who would have thought Napster, a tiny application some years ago, would change the nature of music selling and listening to in the country? Who'd have thought Apps, was going to be the brand new thing ten years ago? Who would have looked at personalisation of your life through your phone? I can't predict what the tech is going to be. What I can do, as a teacher, is create kids with openness to that technology and the skills they need in order to learn effectively through the technology. (4:48)
DH: The notion of walking into a lesson and saying because of ICT this lesson has been transformed. No-one could draw that picture. Could they?
MF: You could have made an attempt to draw the picture, and it would have been time-bound in the sense that it would have been a picture based on technologies as they were. We are there with 3D technology.
DH: Have you seen this function?
MF: I have seen it at the pictures.
DH: Have you seen in on TV? With glasses on?
MF: Yes
DH: It's incredible. Isn't it? Just blows you away!
MF: Yes
DH: We all want one!
MF: It's not too long ago we were all astounding by big 3D projectors in a beating heart. You're going to be immersed in virtual learning environments that are almost 3D. It's probably happening now for those kids that are really into gaming! If you think about motivational aspects, of some of that gaming and the way that kids get really hooked in. If you apply that to a learning situation, it's no longer a passive recipient of the teacher's knowledge, it's an active involvement of the Cuban missile crisis, probably from the inside of it. (6:12)
DH: That's your vision. The practicalities of it. What is the chance, did you feel you had to deliver that vision, with the capacity you had at the time. Did the process of the whole expectation of the transformation, get in the way of actually delivering the transformation? (6:41)

MF: Probably not, in the sense that, what we knew (I say we – defiantly). What we knew we needed to do at that time is to create an infrastructure that was reliable, robust and fast enough; so that whatever came along would fit and work. Sometimes the danger is that the concentration is on the bells and whistles at the end of the line - when it really needs to be on the infrastructure because those bells and whistles are going to change every 18 months.
DH: It was a case of building in redundancy so you knew whatever happened it would cope.
MF: I remember when you could "wow" people with PowerPoint, who are now incredibly bored of it.
DH: Of point but; the kids say "Death by PowerPoint"
MF: I went to a Project Management course, when a woman read me 273 slides. Dire in terms of learning but there is a danger that our teachers could be there. (7:50)
DH: Do some people think, for some people that could be classed as informational. Could it not be in terms of their own practice? If you'd have been a class teacher with chalk or a whiteboard? Yet there's technology and you discover you can use PowerPoint and that's the only shift you make. (8:10)
MF: It's a danger. If you have a dancing frog at the bottom of your board – doesn't make it interactive. If the concentration is on the teaching rather than the learning; that's a danger you fall into. So all the teacher does is present the materials in the same didactic way but in a prettier fashion. It might for a short period of time, be more interesting for the kids to look at pieces of picture, video and dancing frogs. But that will soon impale, as the concentration is on the means of presentation, rather than what the kids are learning. (8:45)
DH: How much timing did you get during the whole BSF programme to devote to teaching and learning? To those principles to try develop the staff and school.
MF: The question is how much time are you going to steal from the process? (9:05)
MF: The danger is that it all becomes about the building, the walls, the guttering and door handles. And all that has to be dealt with, but unless you hang onto the fact it is a transformational teaching & learning programme, you waste your time. You just end up with a nicer building.
DH: Did you figure that at the time? Did you feel you'd given enough? (9:30)
MF: It is important to make the time, to constantly reinforce people. We are redesigning this building in order to do things in different ways, in more effective ways. Rather than just; we need a bigger space here and a smaller space there.
DH: Do you think that the staff that you worked with at the time; do you think they had a handle on that potential and expectation? Or was it a difficult act?
MF: There are times when you can talk to people about what the vision is. With the staff like Oxclose, they listen enthusiastically and take a lot onboard. But I think, the real thing is it is a process. The example I would use is when the MFL department moved out of their department so it could be remodelled into one large learning space; they were terrified. As we moved them back they said "If we'd have known what it was like to work in a space like this, we would have designed our department differently". You could call that an opportunity missed, but you can't get there until they've experienced it. Until they know what it's like. Now what they have is their own department and that large learning space to work in, should they want too. (10:59)
DH: Yours was one of the early BSF programmes to work with, now we're four/five years down the line. Did you and do you perceive that the ICT was starting to make that difference? Did you pick up on the fact that things were starting to shift?
MF: I'm glad you're asking the question in that way, in terms of starting to shift. Some people say "have you reached the end point?" It's a continually evolving process. What we did is put technology in place that would facilitate some of the learning that we could vision. Or at least we would move in that direction. Being impatient, we would really want kids to be self-programming learners that would could take on the whole world of knowledge and organise it on their own, for their on purpose. We have a reality of an exam bound system and informative assessment system; often pigeon-holed into subject areas and that's going to take a significant time to change it; if there is a will to change it. We seem to be moving in the opposite direction at the minute. (12:21)
DH: For future interviews is it the BSF expectation that clashes with DCSF attainment tables and targets setting culture. Is that fair to say?

MF: Yes. We've always had that. There's always the idea that the professionals who have a passion for teaching & learning, understand the potential and where it can go and know how limiting national agenda is.
DH: Do you think the shifting might go back the other way?
MF: If the technology all ends up in reductionist goal testing. Then we will have done the technology and the kids a disservice. We will have used it to perpetuate the system which doesn't promote learning in the way we want it to be promoted.
DH: So what are the keys to enabling to unlock some of those restraints?
MF: Take the glass ceiling away. Significantly in terms of the young learners, who have grown up with this tech and have no fear and can use it variety of ways many of our staff can't. Let them take control. (13:40)
DH: The digital age is something I have come across. The kids, it's in their culture. Do you think there's hope in the future as long as we don't get external restraints?
MF: There's always hope for the future! Sometimes in rapidly changing times, which is where we find ourselves at the minute, the idea is to seize the agenda. Make it what we want it to be, instead of someone imposing their agenda on us. (14:09)
DH: (0ff the record) we are all concerned that we are not allowed too?
MF: I am worried that this concept of earning a English Baccalaureate; which is not an English Baccalaureate, at all. It's a school certificate from the 1940's - consists of a qualification of English, Maths, Science, Humanities and a Modern Foreign Language. It doesn't have the extended study; it doesn't have any of the critically aware aspects of the Baccalaureate. It takes the worst of the Baccalaureate and forgets the best. We could be moving back into that direction. (14:44)
DH: Which will prevent ICT in doing any transformation?
MF: It won't prevent it. You can't stop it. This genie is out of the bottle. But it will restrict it. What it will mean is the kids will learn effectively with ICT outside of school situations. They'll have their own technologies that they use for their own purpose. School will become redundant.

P5.1.3 Head Teacher 2: Transcript

Headteacher 2:TC

DH- What I have to do, is have the same questions for everybody at least initially, so that I can somehow work out the analysis so that I can get a response to the questions. So this is what I sent her to say that don't forget the people that I am interviewing, know me. Not who they are, but people, such as yourself, know me so therefore my context is also quite clear to the person being interviewed in the fact that I have worked with them in various guises on various things over time so their responses will be clued by that relationship. However, the questions are about IT, not necessarily about BSF per say, but about the fact that if one of BSFs premises is that it would transform teaching and learning with ICT as a really major and key tool in that. Not the only tool, building and design, everything else included. The questions or the conversation I would like us to have is around your feelings, your perceptions, yes your ideals but also your practical assessment of whether that has the capacity, or will it have the capacity to do so. Obviously with the BSF thing being stopped, we have just got to put that in the context of what happens if schools don't have that amount of money. So the first question I've got is…

DH – To what extent do you think as a head teacher that it has the capacity to transform teaching and learning?

TC – I think it's an extremely important factor in it, but I think one of my cautions is that ICT is perhaps being put too much at the forefront of that debate about transforming learning for young people. My view is like anything else as a tool to aid learning, how that is used effectively in the classrooms by teachers is much more important than ICT per say. You could have all the ICT in the world or no ICT, and you can still go through a process of transforming learning for young people. It is about, I guess, the pedagogical use of ICT and how teachers are skilled up to use the ICT and the ICT has fantastic potential, we know that. We know that it continues to offer potential that we haven't even begun to think about. But it is not about ICT per say, it is about how we, as schools and school leaders, and much more importantly teachers in classrooms, use that ICT to transform that learning experience.

DH – I have extra questions about teacher training and CPD, I will come back to later as it is a big issue. Do you think, somebody that has obviously got to judge teaching and learning, do you think you have a clear understanding, in your own head, if you saw a transformation in teaching and learning, what would it look like?

TC – The idea of transforming teaching and learning is something that you hear a lot about ,but what it means really is making the learning experience of young people relevant to them. What we are moving in to is an era where by, how we can operate and deliver that. We have the opportunities to do that in a much more varied variety of ways so that it does not have to happen in the here and now, it doesn't have to happen within the building, it can happen anywhere, anytime, if it is set up by the teacher, in terms of the delivery to the student in ways which everybody is clear and understands.

DH – Therefore ICT has a very important role in that context, because you couldn't do all of that could you?

TC No you can't and it's about that 24 hour opportunity and it's about the communication between teacher and the learner happening in a variety of ways, which a number of years ago we couldn't even begin to imagine. But it is about all other elements of the pedagogy as well in terms of assessment for example. Where are we going with assessment and what opportunities does ICT offer us to improve our abilities to assess and continue to assess young people on an on-going basis anytime anywhere.

DH – Can I just push you in the communication area, one of the things that is coming out from conversations is that its also revolutionising communication.(5.37)

TC - I do absolutely, but I have a little note of caution around it as I think one of the strengths around teaching and learning is the social context in which learning takes place and the relationship between teacher tutor learner is really really important. I think in some cases there is a danger that that relationship and communication can become more distant depending on how it is used. Alternatively, and again it comes back to how you operate it, how you deliver it.

DH - In theory it could enhance that communication if ICT is used to get away the basics of communication that is your homework, there's your work back so that gives you more time for the real communication, quality conversation.

TC - I say I am cautious about it but one of the things that we were always very clear about was that within the whole business of transforming learning for young people, the most crucial element wasn't ICT, it was CPD. Continuing the focus on CPD, has to be the most important factor in transforming that.
DH – Off the record, it is coming up as a constant thread and also the stuff that I have read that is written about staff feel let down largely by the CPD international and local level in terms of preparing them for this next generation if we like, so we will probably come back to that later. You yourself as a head teacher, you have got to drive this transformation. You take the king's shilling, you get the money, you get BSF stuff and there you go Mr Cunningham, transform teaching and learning. How much did you think you had the capacity as a head teacher to take that on?
(7.42)
TC – It is not just about me as a head teacher, it is about leadership in schools and when you talk about changing schools, improving schools, transforming anything within schools, the strength lies in the effectiveness of the teams within the school. I think if leadership in the school at all levels is strong, I think we had that in our particular set of circumstances. I think we felt quite confident that we had the capacity within the school both at a senior level in the school and beyond. I mean I'm not talking University but in general terms I think we felt quite confident within the school that we had division, the ideas, and the practical knowledge to begin that fairly long term plan of putting in place a transformational educational provision for young people.
DH – And do you think we have succeeded?
TC – I think we are on our way, perhaps more so than most, we have had some hiccups along the way and the fact that just to concentrate on the ICT element that we have gone from one system to a managed service. I think that has held us back and taken us back, probably by as much as 18 months. But where we are now, I think we have huge potential.
DH – Okay, this is BSF question possibly. Do you think the BSF program allowed you to think about teaching and learning or did it assume that that would happen naturally. As in were you left to pick up the teaching and learning while the BSF programme assumed that it could just do the buildings and the wirings and the plugs and sockets. Did it pay the service transformation or did it just simply say 'it will' without any real substance.
TC – I think, in essence, the BSF project was a building project and depending on the leadership view in the school, they either grasped the transformational opportunities or they didn't. I think that the huge investment around BSF and the particular element of it, which was about transformation, was during the process itself a bit of a side issue and it became very much because of priorities get the building project sorted and then we can concentrate on the transformational aspects afterwards.
DH – That is when the BSF folks kind of got away and leave the school. You take your staff from an old Victorian set up almost, with classrooms in rows, blackboards and whiteboards, take them out and plonk them back in this new environment. How well do you think the staffing, the teaching staff, as a whole are we prepared. I suppose this is back to the CPD thing you mentioned before.
11.50
TC – I think it depends on your context as well. One of the things I have always said about one of our experiences with the BSF was that certainly in turns of transforming the learning environment and if you think about the characteristics of what we were after in the BSF flexible learning spaces, social breaker, we pretty much had that previously. So, in relation to our approach to teaching and learning there perhaps wasn't as big of a step to make as in some other school contexts, so I think we were in a favourable position in that respect. The other thing that I think we were quite good at was involving different areas of the school, different leaderships, different teams in the school, in the design and planning phases to think about how the design and planning would impact on the learning environment and I think we were pretty good at that. What was the second part of the question?
DH – Whether the staff were ready to move into this new environment, prepared for the new environment?
TC – No. I think that was partly if we go back to the ICT, partly because we weren't entirely sure on what it would look like and just in a practical sense of what it would deliver us. As it began to emerge the potential and the opportunities became fairly clear quite early and therefore we go back to what I think is a difficult question, professional development.
(13.40)

DH – okay, four years in now really I suppose. I know there was a blur on where this school was finished, so would you say that you were one of those folks who was in the ICT has delivered space camp? Do you feel as if ICT has played a part? Can you see a difference? can you see the difference that ICT is making?
TC – Yes I can, in lots of different ways, both operationally in terms of how we manage the school and I think the ICT has allowed us to investigate or to explore all kinds of varies of management of education around that MIS system, which previously we wouldn't have been able to get anywhere near. But much more importantly when you think about what is happening in classrooms, ICT is part of everyday teaching and learning in the school now. Again, it would be an honest response to say that the use of it is variable but increasingly we see very very good practice around using ICT to enhance the teaching and learning experience for pupils in the classroom. So yes, I think four years down the line, if we were to take a time capsule back four years and do a round of lesson observations four years ago and compare it to what we see now, I think we would be surprised, probably even, in our own evaluation, don't quite know how far we have actually come forward, but it is pretty embedded now.
DH – Next four years, what are your hopes and aspirations for how ICT might take this school even further?
TC – Well as a complete technophobe, on the technical side, I wouldn't even begin to guess in terms of where the technology will take us.
(16.10)
DH – I don't even think a techno file would have that answer Tony because who would have thought some of the things we are doing now, even four year ago - Apps on phones, unheard of four year ago?
TC – But I think my hope or my confidence about the future doesn't lie with my generation of teachers. I think increasingly the new generations of teachers coming in, and we see it with our younger staff, are absolutely at home with ICT and its uses in the classroom. Obviously there are differences in some of our older staff have embraced it and taken it to places that we couldn't imagine. But the younger staff who come in and looking at the ways that they use the technology is absolutely fantastic and we see them and seen examples of young teachers who have been ahead of our ideas and plans for delivery. I'm thinking of somebody like Colin Workman who two years ago was pushing hard to set up email accounts for young people to do homework and all of that. We probably didn't have the capacity or the security to be confident in allowing him to do that. But more and more as the staff begins to turn over and change, we see that. The other hope and the confident is in the pupils themselves because we seriously under estimate their capacity's to handle the technologies. When they come in and when they are faced with new technology or a new application of a technology, it does not phase them one iota and you know they are of a generation that are ready to embrace. We have talked about a four year period already, if we go four years further on, if we can continue to invest in technology and that is an interesting area of discussion what happens around investment in ICT in education. Will it continue at the pace it has done or will it slow done and hold back some of that transformational work that it was intended to deliver? But young people can do.
DH – Is there a danger, therefore their expectations are high and we let them down if we don't keep this up? If we can't keep pace with them will they see school as a backward place which is behind the times and they will do their learning at home, rather than at school where they will probably get more of the access that they require at home rather than in this building.
TC – Again, a huge debate there about where real learning will take place. The investment in education will require us to keep pace with that. If not, we will face the challenge of school been seen as an irrelevant experience and an irrelevant learning environment for young people, almost going back to a blackboard jungle kind of ethos and that is a danger. It has been an interesting journey and I have learnt a lot from it but much more importantly, the staff continue to beyond that particular road of learning and we have had many conversations about what still needs to be done. I am confident about the young staff and we could name names here of young staff who have come into this school and who have actually taught us some things about ICT and its applications and the challenge sometimes for us is to keep pace with them.
DH – Thank you very much, that's fab.

P5.1.4 Head Teacher 3: Transcript

This is the recording that failed. What follows are details of the notes I took to support.
Headteacher 3: RW
ICT offers Interactivity far beyond the chalkboard
From my observations- Context is enhanced, making it stimulating and interesting.
Systems offer much greater focus on individual and their progress.
We currently have a well honed pedagogy
I am not sure if pupils just think they are learning more
ICT will improve communication at all levels in areas such as:

- Teacher messages, learning progress
- Assessment data for parents

10% of pupils not connected, are differentiated against
More support can be focused through knowledge of students
We have gone from 4 departments sharing to 1 room to every area.
Do we have the capacity to transform?
We are fertile ground
However, the prospect has scared a number away. 4 senior staff leaving
NQT skills fantastic
We have appointed8 NQTs I expect this to be transformational
There is no hiding place. Communication makes it slick. We all become highly accountable.

P5.1.5 Head Teacher 4: Transcript

Headteacher 4: RB

DH Partners for schools were quite clear in the ICT would be a major tool in the transforming teaching and learning. Two years in now the question questions are around the whole notion of ICT transformation of teaching and learning. So ,just to ask you, BSF to one side, professionally as they head teacher of many years in your experience do you think ICT is capable of transformation? Can it, has it the capacity to transform teaching and learning?

RB. I think it is capable of helping you've actually got to have the staff have got the right skills and the willingness to transform and then you have got to have ICT that is right and it's no good just having ICT if the staff don't understand how to use it and don't want to make the transformation anyway. I think there is a big danger that ICT can simply just end up erm, PowerPoint for example can just simply be worksheets projected and used unimaginatively the teacher believes they are doing something progressive and fancy and therefore actually thinks a less about the quality of what they are putting up whereas if they were having to do with paper-based they might actually put more effort into thinking about exactly that children are going to be doing. So the transformation has got to be in what the children do and ICT can put you backwards. It does give opportunities. It gives children a great deal of freedom for example to access the Internet do their own research but even that has got its own pitfalls in that if they are going to do they own their own research do they actually know what they are doing. Do you end up with them just downloading huge goblets of nonsense or highly relevant stuff they download far more than they actually need and don't internalise it and it doesn't really achieve any. So I think you need really creative teachers who have a really good understanding of teaching and learning and if they have got that they can see the ICT can fulfil this need for example through the use of an immediate response devices and seeing yes I can get an instant anonymous response to this and that can develop the learning in this way

DH So are you saying therefore that there is a risk that ICT just get used in the same way As not new technology. Pedagogy has not changed ICT just arrived in the classroom and it can be used so the blackboard is just a whiteboard albeit an act of one. The worksheets are just a PowerPoint the reality is if you done under the skin there is no difference

RB Yes and that they are whiteboards not interactive . They are just been used to project or that the interactivity can be just mundane. And it can trivialise. So you need people focusing on the ICT and really thinking about that pedagogy and how to develop it.

5.09

DH. So I suppose the question is then whether we have a clear understanding about the transformation looks like. Do you think knew what it would look like? Do you think anybody knows what it looks like? Presumably you observe teaching and learning in your school on a regular basis.

RB I think the transformation of teaching and learning is separate from the ICT the ICT is just a tool and you need to know how it is you want to transform. Now for me the issue in terms of transformation is pupil independence so empowering students to learn in a variety of different ways and ICT gives lots of ways into that but the teacher has got to understand that is what they want and that is what they are trying to achieve, look at what techniques they might use and look ICT and think I could do that an awful lot quicker and better if I was to use that.

DH then ICT comes last in first

RB Yes

DH So do you think in the BSF programme they got it the wrong way around? Do you think there was too much focus on the ICT and not enough on teaching and learning?

RB I think that……. I am not sure I would agree with that. I don't think it was BSF's job to tell us about the teaching and learning. Their job was to provide us with ICT that could then be used flexibly to do what we want to do. The issue for me has been the flexibility that was promised was never there and that the process of learning and adapting to the ICT has got in the way, and it's quicker and more straightforward to carry on what you were doing before. And to be transforming learning through other ways, but the process of learning about the ICT itself has been too slow.

DH We will come onto CPD later. This is particularly about you. You were asked to write a vision before the whole BSF thing started, a vision about ICT. I am wondering if you had the time and

capacity to develop that vision or was it a rush and therefore did you have the capacity to deliver what was expected. Did you have time ,the team around you that would allow you to take that vision on?
RB I think had about a day to write to the vision. We got left out because we weren't a BSF school and they were developing with the schools that were being built that were properly BSF and there was money for us as well but they didn't tell us about it until the last minute and they suddenly realised school name needs to be involved in this. So it was pretty much literally a day. we need this in for tomorrow. Fortunately I had just written a vision for ICT in is I being on a strategic leadership of ICT course and as a consequence of being on that course I had been preparing a vision of ICT use in the school so I basically cut and pasted it and turned my SLICT vision to a BSF vision and got it in on time. I wasn't given sufficient time but I didn't need it as I was in a fortunate position of having done the work.
DH So you had been thinking about the use of ICT long before BSF.
RB Yes
10.50
DH So did the BSF programme seemed to change your thinking or was it with you
RB It forced me to change my thinking in so far as we were developing everything internally and BSF forced us to look at a managed service and have to engage with what they were offering rather than what we wanted. And I think this school had developed very effectively knowing what it wanted and commissioning. We were working with SIMS and the systems were using were highly customised and we were also developing our own software to use alongside our own behaviour management software for example and we had the skills in school to do that. It was very responsive to the needs of school because the person doing it was here working alongside us and you could present the issues and see the results. With BSF we've lost that, it's all distant. They're very nice people and they know their ICT and we want to do a good job but essentially it doesn't matter to them in the way that it matters to us and we want something we've got a timetable for it that has a logic but if you're not in school you don't understand the logic but it is very powerful if you are in school. They are detached from that. Saw the managed service has been the biggest loss particularly. We had a very skilled ICT administrator did not want to work for managed service and who left us. Him leaving us set us back considerably. The managed service could not do anything as well as he was already doing.
DH It was supposed to. In some respects it was an insult the government assumed schools were incapable
RB Oh yes
DH Affordability and reliability are the two biggest issues. So what partners schools thought they were doing was giving us this stuff and making sure it works through a managed service. That would allow you to get on and do the educational stuff. On the same that's fine in principle it's the two way stuff and the system could not respond to local needs.
14.28
RB Yes that's right. And in the process of selecting the managed service the key thing was which of the different groups is going to be the most responsive to individual needs and we got it wrong. I am not sure it would have been righter with other people either. Basically the answer is a big company like that is not responsive to individual needs no matter what they tell you before they sold it to you.
DH The process itself never allowed small local companies from Sunderland bid for this project. They would never have got past round one.
RB Yes
DH Do you think because the firms that bid had to bid because that's where the money was a bit at all costs soar they told us certain things that their system could do that they could not. I am not saying for one minute they told us lies but they couldn't afford not to get the business.
RB Yes I don't think they told us lies but he persuaded themselves that they could deliver more than they were actually able to deliver and when it came to it they just could not cope. They never understood what the real needs of schools are. I was there during the process when we picked the company and got it totally wrong.
DH Becta, who are no longer with us could also be held to account because they were supposed to guide us through this. They set the benchmark high with those animations of what a BSF pupil would experience. They were all fiction at the time but this was the future we were aiming for. None of it

was doable at the time and still isn't. And if Becta had still been around we should be knocking on their door saying you were supposed to be our advisers and I think we will let down.
DH So during the BSF process did you think you've had enough time. You were largely ICT refit. Did it take a year?
RB No it was mostly done at the end over the summer before they actually started.
DH So did you have time in the run-up to the summer to really think of the impact this new ICT was going to have on teaching and learning and prepare your staff of what to expect?
RB No because until….. what we had wanted at an early stage was access to the VLE and learning platform so we could start experimenting with it and getting people used to it. Access to Integris so we could start getting used to it. We couldn't do anything really until late in the summer and immediately we started on it there were problems and had we discovered those problems the year before….. actually with our experience we would not have solved them even a year later. But it would have been much better to have more access to the software and the systems much earlier.
DH And that would presumably include CPD for all the staff.
RB Yes, although that is difficult it is not there and you can't use it then been trained on it by the time you come to use it is completely forgotten. It actually needs to be there and then.
DH Therefore how well do you think your staff were prepared. You probably had more ICT after PFI than most anyway.
RB That didn't worry me too much if they had started and everything worked then we could have developed slowly with our staff they knew enough to be able to continue doing what they were doing before and we could have started training them. The problem was they came in there were so many glitches that those that were confident before lost their confidence and everything went backwards. And when they came back to it they did not trust it. We are still getting over that.
DH Other schools that had very little ICT they got was completely new and they were quite pleased with it because it was far better than they had ever had before. They had no sense of going backwards but a sense of disappointment, like a Christmas present that was broken.
DH So staff had the mind set and could have and would have the service didn't help that process. We are 2 years in now, do you see an impact on teaching and learning when you do your lesson observations, do you see ICT increasingly being used in a positive way rather than in the negative death by PowerPoint.
RB In some cases but nothing like to the extent I had anticipated. Those that are skilled with ICT, our ICT Department, are making really good use of it. Media are making good use of it. An occasional other teachers are. But no, you get the urge it was it's not nearly been transformative yet.
24.45
DH There is supposed to be a big chunk of money in our budget for cpd but we don't own it, is not with you it's locked up in the contract.
RB We are trying to use it but the issue is with CPD we've got so many CPD priorities and ICT is relatively low down on that scale. Our main priority is to develop creativity in learning, in teaching and learning, student independence in teaching and learning. ICT is just a means.
DH So if you were to come across a member of staff in geography using ICT to be creative do you have a platform to allow the member of staff to show the other staff what they are doing .
RB Yes we do and very frequently on our inset days people are present in what they had done in different lessons. Not necessarily through ICT.
DH But that is not the BSF programme doing that, that is your school. My point is that the CPD budget is locked up with the service provider and you get access to that by asking them to do training on something and they will get someone to do it. But if you want to access a budget for supply cover to release the board of a faculty to work together, that is money you can't get access to because it's with that provide I felt cheated that.
RB Yes
DH Do you feel cheated with that. We know how CPD works best and it's putting the right people together for half a day or a whole day to really crack something and that costs money you've got to provide that from your own budget because the CPD budget is held with the provider. Is that not disappointing?
RB Yes I agree

DH Your hopes for the future in terms of going forward? Do you still have hopes that ICT can do more? Or do you feel there are other priorities you have to face first?
27:21
RB I think it can do more but I yam heavily disillusioned and I find the development so slow and so unreliable. I think part of the problem was my expectations were too high in the first place and once them not having been met I've lost the interest and gone on to things. I still see it as being really important I still find it really exciting when you walk into a lesson and you see someone doing something really lively and interesting with it but just as often you see someone doing something are likely an interesting without it.
DH Do you think we have the capacity to keep up when you see what, three or four year ago when we started this smart phones didn't exist. Students didn't have access to broadband at home. We were talking about getting broadband connections in school because broadband was quite an expensive tool. Do you think there is a danger the rest of the world will pass us by in the innovative use of ICT? We can do online shopping from home at the drop of a hat but we still cannot do online learning in the same way. (David then describes push technology as practised by Amazon for example). Cannot do the same in education can we?
RB There are things that do that. Are using lexia maths and that is quite responsive to the mistakes children make and then feeding them back of the material.
DH Is that part of the service?
RB No there is nothing within the service.
DH That's what I mean the restrictiveness the service is this is what you're going to get this is what you're not going to get and it's set in stone.
RB And it's also in some ways that it has to be child protection you cannot access these websites for quite a bit of the interactive work at some of these students would do would depend on them having free access to just about everything you can't give them.
DH So do you think students will come to see schools as backward in that they **will** be unable to do things in school that they can do at home with technology or that they do with their mates at a weekend.
RB We have this problem in media although I now think they can access you Tube in school, but at one stage they were teaching about YouTube could not access it in school. Students were being told about it, told to go home have a look and come back. I think we have got around some of those restrictions but there are still many there.
DH So those animations we saw from partners schools with a pupil on the school bus with his smart phone getting work and texting back to his teacher on his way to a skills centre to do construction did not happen because when we opened the box it was all so restrictive. I suppose some of it is tempting safeguarding.
RB Any child who brings a smart phone in school cannot connect to our system, and I can't. My iPhone connects to my diary and e-mail but I cannot use the broadband.
DH Surely with Christmas coming up we should be telling parents which devices to buy their children so they know which one they could use in school rather than us have to buy them.
RB Yes, I thought that was really exciting when they presented it but it has not been thought through.
34.20
DH Can we briefly venture into the PFI thing. What was it from interview is that the managed service can be restrictive you are even more experience because you have your facilities and buildings and management outsourced as well as your IT. Do you feel that managed service is restrictive?
RB Incredibly. I think the issue basically is our needs are not their needs and they don't understand the pressures the priorities.
DH it is a clash of cultures really. Their business culture is profit and loss which is not the same as our culture.
RB it's very basic things like they had set up for an exam (Richard told a story about an incorrect examination hall set up that had to be changed by himself to meet an examination start deadline)
RB What for us was total crisis for them, they were busy. They don't have the same, you know they are very nice people, but they don't have the same pressures or the same drive and periodically they are just plain awkward. For example during the holidays and caretakers say it was not their job to help unload deliveries and so we had to have our office staff out when loading things from trucks while the

caretakers were sitting around having their tea. To some extent it's bloody mindedness but if they were my caretakers they would not do it twice
DH That they would not do it once if they were your caretakers.
RB No. You haven't the control.
DH is it the same with the IT service or are they more inclined to want to please? Or are they just nervous about protecting their contract and avoiding KPIs?
RB I think they work quite hard partly within the constraints of what they've got so if you want something they have got they will sort it for you but if they have not got it they have no incentive to work with you to find out how to do it. So you just get the answer no. When we had our own ICT lesson he could say well if we adapted this and change that we could do it for you this way.
DH I think the idea of taking risks gets over used but as a profession we do try things out to see how they go so if it wasn't working and we would try something else because we have total control.
RB The issue this year we have had has been with projectors, many of our legacy projects have just died, we have had to replace them. (Richard went on to describe the situation in which the projectors arrived their installation proved to be a logistical and costly minefield).
RB The other thing is we have a new dance studio built had to go through PFI it was almost 2 years late and they employed builders to do it the builders were competent they in dispute with the builders. And when I say that I feel stupid and incompetent how could I let something drag on for two years. But if I had been working directly with the builders I couldn't sack them and got a replacement but everything is done at second-hand and they haven't got the same…. it's not hurting them. It meant we were teaching in corridors which is why we wanted it built.

P5.2. Pupil Interviews

School councils were interviewed from 2 schools. Each consisted of 10 pupils aged from 11 to 16.

This purpositive sample had strengths and weaknesses that have been outlined in the main report.

P5.2.1 Pupil Questions

- Has BSF investment in ICT made a difference?
- In what way?
- Where has the biggest difference been?
- Is it better for your teachers?
- In any particular subjects? Can you give examples?
- Do things go wrong and if so when, where and why?
- What about communication with teachers and pupils?
- Do you access the VLE away from school?
- If I could take a recommendation to your Headteacher to make things even better what would it be?

P5.2.2 Pupils 1: Transcript

School Council 1: January 2011

DH – BSF. This thing they do, this building schools for the future. And the whole point was the computers that you have got ? like the computers, the whiteboards, and things like kaleidos. Have you got the learning platform? This was supposed to make a difference to your lessons. So this is kind of like a before and after. 18 months ago you were in your old building with your old computers and old IT and now you are in your new one. You have been in long enough to get a feel for it. So, is it making a difference?
Student – Yes.
DH – That was a 100% yes wasn't it? Now the hardest thing is, what difference are they making? Is it about the way in which the lessons are taught?
Student - It is easier for the teachers.
DH - Is it? In what way?
Student - For ICT teachers, instead of getting out bits of paper. It is already there for them.
DH - Just IT teachers or everywhere?
Student- In every department they have their own thing.
DH - So is it different in every department or do you get the same thing?
Student - It is different in some departments but nearly the same in most of them.
Student – I think it depends on which department you are in for what they use it for. For example, in Maths, we also look at websites with it.
DH – Do you use My Maths?
Student – Yes mainly.
DH – Do you like using My Maths?
Student – It's alright
Student - Its better being in the class.
DH – Better than being in the class?
Student – Gets you out of the class and on to the computers and using ICT.
DH - Do you think My Maths gets over used to keep you busy at times?
Student – Sometimes. My Maths and Linguascope.
Student – Not really
DH – If there is a teacher off, does it get used?
Student – Depends what teacher it is really.

Student – Not with me it hasn't been. We only get one lesson a week when we are in there.
DH – Where's 'in there'?
Student – The IT room. Each department have their own IT rooms. I think maths have two ICT rooms.
DH – Teachers have the whiteboard and the teacher's machine normally, and then you go to an ICT suite to use the computers.
Student – Some teachers have the IT room as their classroom though.
DH – So, do they have to move out sometimes when you move in?
Student – Yes, sometimes they do.
DH – Can we keep going? Make a difference and easier for the teachers, that was the first one. I don't want to put words in your mouth, but does it mean lessons go faster? Because the teachers don't have to say 'Get a book' and 'Turn the page' because they can keep pulling things up, does it make it go faster do you think?
Student – Yes but sometimes when you are in an IT room, people just go on games. But they do put up the RM tutor.
DH – The approved sites. So there can be a distraction for some people?
Student – That is probably the only bad thing I can think about other than some teachers are annoyed at the fact that every lesson you have got to be there in the IT room. There have been some lessons where they don't want you to go on computers; they want you to do work in your book. The only bad things are sometimes being on computers all the times, isn't good. Also, when people play games but there is that thing where they can block the games.
DH – So, being on computers all the time. Do you get 5 lessons a day?
Students – 6.
DH – Well 6 lessons and you have been using the computer all day, you think 'ah, not again. Give me a book and a pen, I want to write'. So they can be used too much, potentially? You would rather have a balance. Has anybody here ever tracked you, as in done what's called a learning walk? See what you do during the day?
Student – No, but I've been told that every computer in the school is all recorded so if somebody had done something and you knew that it was from that class, they could watch BLAH.
DH – We can check, we can all do that. It is the same at Oxclose. You could actually log onto yours and check, which obviously we have never had to do. I was thinking much more along the lines of just to pick somebody at random. I would follow Kieran all day, every lesson I would go in, not picking on you, just to see what you were doing all day and see whether you were using computers every lesson and what they were being used for. Have you done that? Learning walks?
5.24
Student – Some people do have that. From learning advice.
DH – I was thinking much more of a general scene. There is my first recommendation to Mr Wilkinson, if he just does a Learning Walk. We did one and it was interesting. I did Maths and all day, every lesson, I went into maths. I just looked for what was happening and what was being used and what was being done. It was amazing what I found out, how in some cases they were hardly being used and some cases they were being used all day. This is only my first question, it is making a difference for you, you said? Yes?
Student – Sort of similar to what everyone else has said. The computers give you more information and things that you can achieve because they have the internet.
DH – Would you say therefore that they are able to stretch you more or able to give you better experience?
Student – Yes I suppose, I mean it depends. Again, people abuse things like the internet and stuff.
DH – Yes you're right and therefore it gets blocked for everybody when folks who aren't using it properly, can't use it. Can you think of anything that is different?
Student – Yes. Nowadays, it is all this new technology coming out and I can't remember going into a class and not having computers and things. Now it is more xxx and people enjoy it a lot more than looking through a book for research when they can go on the internet and research it that way.
Student – I think lessons are a lot more efficient, the way they go quicker. I don't know whether teachers get trained but sometimes they can't do something on the computer.

DH – I'm coming back to that one. It is a big part of this question, teachers training. Your teachers left that old building last July didn't they?
Students – April.
DH – April. Then moving to this one.
Student – Totally different set up.
DH – Yes. I have just met half the staff that taught my son ten years ago. So Biddick ten years ago and Biddick now are very different. Same teacher, same history, not many professions BLAH. If you were a plumber last April and you are plumbing today, pipes are the same aren't they? Nothing's changed. Teachers – big difference. Anything else I haven't covered that is different?
Student – Much faster. All the old computers were slow as anything.
DH – So the equipment is just better full stop.
Student - Lessons are more interactive
DH - Are they?
Student – Yes, generally because of the whiteboards especially and the interactive whiteboards. When you are in a lesson and you didn't have normal computers just for each student, the teacher does put something on the board, and there is a lot more class participation because you can actually see what is going on.
DH – Do the teachers give the pens to the students? Do you ever get them saved and given back to you? So if you have been making notes, do they ever save the notes and give you them?
Student – I'm not sure whether our maths teachers do.
DH – Our maths teachers do as well. They do their work on the whiteboard and then you can save it as a 'clipflip' file or whatever it's called. So after all that, what is the biggest difference?
Student – There is more computers.
DH – There is just more access?
Student – I think the same but I think it lets you be more independent with your work.
DH - And are people being independent or are they just being kept quiet? Are people genuinely learning?
Student – I think they are. We got a project in Maths the other week and told to spend a couple of lessons on it on something that interests you and find the Maths and Science behind it. I think it is good as everyone was doing difference things and we are all learning about things that we wanted to know in our own way that was easiest for us. I think that worked because there was no abuse on the system.
9.41
DH – Nobody has mentioned Art or?
Student – Art have their own Apple Macs.
DH – And are they okay and working alright?
Student - I think in some ways it saves paper. For example, in English we all used to get given a bit of writing on a piece of paper whereas now Sir just puts it up on the board and we analyse it together.
DH – Is that more efficient?
Student – Yes
DH – Again, an important point. So, does all that make it better? If you took this new building and took all the IT out, it wouldn't be as good would it? Nobody wants to go back? Nobody thinks it gets in the way?
Student – No because not every department had a computer room. Not in the old school but now they do.
DH – In your car park because that's where your old school used to be wasn't it? I'm parked in your French department, well where it used to be. One lesson and one recent experience that your lesson was better because the computers were there. Either a set of computers or the teacher computer. Have a think.
Student – ICT. We got told where to go on the computers and there were loads of pages and it had activities that we needed to do and clear instructions. That saved Sir time telling us what to do in the lesson.
DH – So the ICT lesson was better.

Student – My RE lesson was better because we got told to go on the internet and we had a task to do about God. We got given all these questions and got asked to do a PowerPoint about it and obviously everyone had different things because it was our individual work.
11.53
DH – So everybody's work was different rather than being the same. Have you got anything else young man?
Student – I think it was in Geography. We were all given a word document which was full of questions, information and tasks that we had to do for our double lesson that we had.
DH – So you had a double lesson did you?
Student – Yes.
DH – Is that a year 11 option?
Student – Yes, it is 2 hours.
DH – It is a long time to keep going. Did it make the 2 hours go quicker?
Student – Yes, the 2 hours went pretty fast.
Student – I've took Science for nearly on 3 hours and when she uses the whiteboard a lot, it is a lot better.
DH – Have you got any thoughts about lessons that you have done?
Student – French because last year we never really went on the laptops because they kept breaking and when we did it took forever for them to load up. But now, I have one lesson a week on the computers because I don't like writing so it's a lot better.
DH – Did you use a particular programme?
Student – Linguascope
DH – Have you got an example?
Student – Maths just for revision.
DH – Makes it easy. We will just take your maths project for an example from you. So, has there been anywhere where ICT has got in the way or where it has just been used for the sake of being used just to keep you busy. Where the task you had been doing would have been better if you hadn't been using the computer.
Student – Yes, a couple of times. I have triple humanities on a Wednesday morning. We are just revising at the minute and I think by the end of it, the teacher is a bit sick. We normally go down to an ICT room and do a PowerPoint and things like that which we have done for a couple of weeks now.
DH – What do you think about PowerPoint? Are you getting a bit sick of it? They call it the new 'colour in'. You know when you were in primary school and you used to do colouring in to keep you busy. Be critical as it is all fantastic.
Student – I do think a lot of teachers rely on PowerPoint's, especially in IT.
DH – For you to do PowerPoint's or for them to show PowerPoint's to you?
Student – Both. Sometimes when they do PowerPoint's you are learning but when you do PowerPoint's it is not as beneficial and you are not sure what you are doing and how to go about it.
DH – I have seen it. Even in my school, it is over-used at times. You get 6 slides where things spin and whizz and flash but there is no work in it. It is all just very silly.
Student – Some teachers hardly ever use it. Not very often.
DH – This whole thing about teacher training, teacher development and teacher confidence is a bigger issue so I will come back to it. What about access away from the classroom. Do you have access from home?
Students – Yes
DH – Do you use your Kaleidos account at home?
Student – Yes, I do (all)
Student – In our lesson we were doing a PowerPoint and we had to take it home to finish. Go on to your Kaleidos account, send it to yourself, go home and log onto your Kaleidos account and open it from there and continue with your work.
Student – I use it for revision in loads of subjects as there are lot of packs of PowerPoints etc as we have GCSE exams in loads of subjects.
DH – Have they been uploaded on Interest spaces and board works?
Student – Yes. Anyone can just access.

DH – We did a great deal with that company because that is £12,000 a school for that board works. Huge amount of money. So we had the man down from the board works company and said look 'there is 7 schools here, if we all buy it, how much can we get it for' and we got it right down to £8,000 so we saved £3000 a school. It is fantastic board works; it is all there isn't it? What else have you got on kaleidos that you use? You use the 'my files' area, what about the email stuff? Do you use email?
Student – Yes
DH – Is that okay? Is the email stuff encouraging schools to send emails to each other? Do staff email you and you email staff?
Student – Yes, because when you are on the school council, you get school council emails.
Student – During the holidays, if we have homework and we want it marked, we send it by email and my English teacher will send it back marked.
Student – Some teachers do not like you emailing them and they say you should just go on your email for your work because sometimes when you're sitting in your lessons and aren't allowed to talk and you are on a computer, people email each other and have their conversation over there.
DH – So again it can be abused. Could anyone here function without email? I know I couldn't.
Student – I could. The only important emails that I get are off the School council.
DH – Right, okay. How well do you think your teachers are coping? It is a totally different environment; they have gone from a whiteboard with a squeaky pen to a whiteboard with an electric pen. How are they coping?
Student – I think some of them struggle. If things go wrong and they don't know what to do, they have to get someone.
DH – So how often do you help?
Student – I used to in Maths. My teacher at the start, he was using the pen to do all the writing and using protractor tools. He was getting stuck all of the time and people had to show him that he had to press on to the pen and press on to the mouse to change the writing.
DH – Was he ok with that? Was he embarrassed with that?
Student – No he wasn't embarrassed. I think he was just happy that someone gave him help.
Student - Some of the teachers don't let you do a thing on the board. It's theirs.
Student - I think it would be kind of embarrassing for some teachers though. Especially the older ones, the ones that have been teaching longer because it is their thing and if they have students correcting them all the time, it could knock their confidence.
DH – Right, okay. I was going to suggest a solution to a couple of schools that what they should do is set up some sort of student teacher training sessions where it is the teachers that come and be trained by the students. Why couldn't you put on a power point session where you were the teacher and teachers wanted to know how to do things so came along and learnt from you. Do you think some staff won't do that?
Student – I could imagine a few people that wouldn't do that. They're meant to be the teacher and I think some of them would think 'I'm going to get taught how to do this by a child'.
DH – Hmm, okay but it is an interesting thing to explore. If I wanted to know how to use a mobile phone, I'm not going to go to someone older than me, am I? The staff fit into a number of groups. Those who are really confident. Are these the younger ones? Am I being ageist here? Who took to it and can just do it?
19.55
Student – Like the IT teachers. Some of them are slightly older but those are the ones that are interested in it.
DH – So they find out anyway. Yes, they would.
Student – If you think about it, everyone always struggles. If you get something new and you don't know how to use it, you're always going to struggle unless you know how to use it.
DH – Just think of the pressure that teachers are under. First week of the term, they can't just not teach it.
Student - They had a couple of days to get used to it.
DH – They did. 2 days I think.
Student – I think it was just one day.
DH – One day. Not a lot of time is it?

Student – I don't know whether this is possible but I think that teachers should do different sections and everybody should get taught just how to do it. In some lessons, there has been occasions in Maths where swapping between the mouse and the pen, it has got big and then disappeared and then calibrations out and it has wasted 10/20 minutes of a lesson. If teachers knew how to do this then...
DH – And does this still happen?
Student – Yes, especially in Art. We have a computer of MACS and we only got to do 2 weeks of work because all of them stopped working and we couldn't log on. They just kept breaking.
DH – Would you say it is stable? Does it work? We started a year before you. It was always going down and always going off. Not our fault, but just that the system wasn't good enough.
Student – In IT, lots of the computers go off automatically and get a big blue screen.
Student – In music there has been times when I have went into my lessons and my teachers have said 'The computers aren't working so sit and have a go'. Some people will be sitting not being able to log on and some people can log on and then they'll be like 'right well, have a test everything out'.
DH – Was that happening earlier on or is it still happening?
Student – About a month ago.
Student - I think also, when computers don't work so you end up doubling up with people. One person ends up doing the work and one person will just sit there.
DH – How often does it not work? Are you still finding that it is a bit flaky in places?
Student – It is quite slow. I don't know whether it is times of the day or what, but you just find that everybody's computer runs slower than normal.
DH – Would it be about 1.15pm or 1.45pm?
Student – It was last lesson.
DH – What lesson was that? Just before lunch?
Student – Just after lunch.
DH – Just after lunch.
Student – In the last hour.
DH – 1.10-1.15pm yes?
Student – They were really slow. It took 10 minutes to log on.
DH – What about first thing on a morning? Does it log on quick first thing on a morning?
Student – Yes.
Student – It depends whether they have been turned off by the switch. Sometimes, when you go into a classroom and it is first lesson, some of the computers have been turned off by the switch so when you turn them back on, they don't log on straight away.
DH – So it sounds that it is not working as well as it should be? If you were working in a bank or a prison now, you would be having prisoners escape and losing money now if the computers kept going off. It is slow at times? So that is frustrating.
Student – Yes.
DH - So it obviously spoils the lessons?
Student – It just slows it down. If it takes ten minutes to log on, it is ten minutes of the lesson lost.
DH – Yes. Your lessons are an hour?
Student – No, fifty minutes.
DH – Big chunk, ten minutes out of a fifty minute lesson. So, staff could do with some training, certain people on certain things. That is just the practical stuff. This IT gear is meant to transform and completely change things all together working in different ways. Are teachers trying to do what they used to do on a whiteboard or are they doing things differently? Are they really making things a lot different?
Student – Not a lot, but a little.
Student – It depends on certain teachers in lessons.
DH – So there is a mixed pattern, is there?
Student – It is about their preferred teaching style and what you are doing in the lesson.
DH – If it doesn't include IT and it is not your style, then you are not going to do it are you?
Student – My English teacher still uses the normal whiteboard. She uses it more than the interactive one.
Student – That's what mine normally does.

Student – The only thing mine uses his computer for is to log on, mark the register and logs off straight away.
DH – So, at Biddick you have a graph of competence or IT use. Those who are still marking the register and those who are
Student – Some of them who don't use it at all.
Student – I think it is what they feel comfortable and confident with.
DH – Okay and I can see that. You know yourself, if you don't feel comfortable with something, you won't do it. If you can avoid it, you would avoid it at all costs.
Student – My English teacher, I think because she has had constant problems with her whiteboard and the projector turning yellow, she has given up with it.
Student - I think there is times when it is better to use the interactive whiteboard. In Science, there's the normal board and my science teacher prefers to write on the normal board but all of the light shines on to it as it is next to a window and people have difficulty seeing it.
Student – My maths teacher, she uses the computer for what she would do on her whiteboard. For example, she will pull up some starters like question so now she just puts them on the computer. Instead of explaining things on the whiteboard now, she goes on a maths website and lets that explain it.
26.27
DH – Does that work?
Student – Yes, but sometimes we do need her to help you a bit more to understand it.
DH – So I think what we are saying is that the new gear could have been put to better use in some places? There is still a lot of money that is not being made the best use of. I do not want to put words in people's mouths as I am not saying this is a big problem here, but there is an issue and the school could do with looking at in terms of teacher use as well as doing a learning walk of pupils,how about a learning walk of staff to see what was happening.
Yeh
Generally, not saying 'you are not doing it right, you are not using your computer enough', but saying 'what's the problem or what do you need to make better use of that whiteboard?' Is that a nicer way of putting it?
Yeh
If I could go to Mr Wilkinson now and ask him to do one thing about the IT, as a school, he was going to have a staff meeting or an inset day to talk to the staff and the pupils, what one thing could he do to improve things? Make the computers even better in school? Or better use of computers and whiteboards? Or have I just mentioned it in the last bit about teacher training?
Student – I think teachers need to BLAH, Sometimes the computers do run slow but I think it is because a lot of majority of classrooms are using them.
DH – But they shouldn't as we have paid a lot of money. In our contract that we drew up, there were some penalty clause if things don't run certain speeds. If you can't log on in a certain time, the company will get penalised. They would have to pay some money back so if it is happening we need to know because we have to tell them. If we do not tell them then they won't fix it will they? So, am I answering the question for you? Is it all about staff training and making sure they are confident?
Yeh
Have you got some really good staff that could be teamed up with some of the weaker staff? Like staff buddies? Could you do it as a council? Say, I think 'Mr X could work with Mrs Y who is brilliant with IT'.
Student – Maybe link the IT teachers could help the other teachers as the IT teachers really know what they are doing.
DH – Do they? It is not often the case. Yes, the IT teachers and it is there interest but erm...right okay.
Student – There is some people who come and fix the computers who work in the school so if you put them with someone, they may help.
Student – My IT teacher, he likes computers and he likes them better than the old computers but he doesn't really like them that much. A girl who was sitting next to me the other day, all of her IT files were gone and got deleted off her profile when she logged out.
DH – Again, that is this lack of stability. It needs to be more stable and efficient. You haven't mentioned much about art and creative things?

Student – Its better for us cos we can do creative things.
DH – Okay, so you are doing Photoshop, are you? Anybody else doing Art?
Student – No, I didn't choose it for a GCSE option.
Student – Yes but for my art I do not use the Apple Mac suites.
DH – So you do not get enough access? So you are just in one suite?
Student – One suite but you move around.
DH – What about the use of video? Are there plenty of videos in your lessons?
Student – In science there tends to be some because if we are learning about different kinds of stuff there is always videos.
30.40
Student – In Science, I have 3 lessons of it and when we are learning about animals and plants, Miss will put David Attenborough's life and things like that on.
DH – Right, to break it up. If there was one thing that you wanted the PC's to do more or better or be able to, what would it be? I'm going to take this one stage further, is there anything you might like to do with the computers that you can't? For example, youtube as you can't get on to it.
Student – You can.
DH – If you use some of those proxy sites you can.
Student – There have been shortcuts found.
Student – The teachers can get them on. They might want to show videos in a lesson off youtube.
Student – It is used properly though, it is not just put on willey nilley.
DH – So your staff have been given access to youtube have they?
Student – If you do a random search, but trying to find information for a lesson and you find the page has been completely blocked because there might be one website that is inappropriate. I think it would be better if you can't get on that website since it is not letting you find any of the websites.
DH – So are you saying that the filtering is a bit low bust?
Student – Not necessarily. I think a lot of the sites that you need for researching are blocked whereas a lot of game websites aren't.
DH – I will give you an example when we first started as the site for Durham Cathedral was blocked because that site had stories of people being hung and burnt as it was in the middle ages. All of that was being put on the 'hit list' for inappropriate material.
Student – In RE, we learnt about people being hung and we saw pictures of people being hung.
DH – That was 12 months ago. That is what RM did and it was almost unusable as you couldn't get anything.
Student – I was in Maths the other day and I typed 'My Maths' into Google but it was blocked. I had to type the right website address 'mymaths.com'.
32.40
DH – So is there anything you would like to see computers to do? What about mobility? Do you have mobile devices? Do you have handheld? Do you have laptops?
Student – I think ….words lost.
DH – So have you got Wi-fi?
Student – We did for a little bit.
Student – I think we do. My friend always gets a bit of it on his IPOD..
Student – Some classrooms have got a sign on the door saying ' WIFI enabled'. Some aren't even computer rooms.
DH – You should have full WIFI access?
Student – We have got signal blockers in some part of the school to stop people using their mobile phones.
DH – You've got a student network.
Student – Yes, we have got a student network but no one knows the username or password.
DH – missing words…..
Student – It is not readily handed out or anything.
DH - So could you do with your own device to be able to access that network?
Student – Yes. When we first moved in, there were talks about everyone having one of those little laptops.
DH - Tablets?

Student – Yes but that didn't happen though.
DH – It is difficult to manage that if it is a school device but if it is your own device, it is your property and you look after it more.
Student – Some computers that you go on, they don't have anything on. Whereas if you bring your own, you know that certain programmes will be on.
DH – So, we have an issue where I need to do a summary. A difference has been made and you have noticed that. You wouldn't go back and your education is better now because of these computers. Not just different, but better as that is the issue. You are learning more and there is a bit more variety. It can be more reliable and faster at times. Staff training has left your staff with a reasonable divide in terms of a lot of skills and some folks who are still struggling. You think that teachers and students can share skills across the school and have a workshop to show staff how to do things. Anything else you want to add before you go?
Student – No.
DH – Mr Wilkinson is going to be pleased to hear what you have said. I appreciate your time.

P5.2.3 Pupils 2: Transcript

School Council 2: September 2010
Start time: 21:30
DH: You're the voice of the people. I want to ask you questions about ICT. Most of you, who have been here the longest, will know – was this building being done or did you arrive when this was finished?
P1: We arrived while it was being built.
DH: So you're the only folks that will know a little bit about what it was like before. The rest of you will have been here when it was finished. Part of the building work included spending £1.4 million on ICT – computers and everything that goes with it. That socket their (points) – behind there is £300,000 worth of electrical equipment, plus all the computers you see. The whole point of that £1.4 million, was supposed to make a difference. Computers; what they give and offer is suppose to make learning better. My question to you is; is it? Now if you haven't known what it was like without then possibly you can't make a comparison. We have more computers per person than any school in the city. We have 670. Most schools have much less than that. ICT; Do you think it's making a difference to lessons? Do you see IT making a difference? (2:08)
P1: Definitely!
DH: Does it make a difference?
P2: Yes.
P3: Yes.
P4: Yes.
P5: Really.
DH: Really? Positive. The harder question is, in what way?
P1: Massive information source.
DH: Which would have been harder with books? Is it slower to get with books?
P1: With a computer you can refine your search. It does all the work for you.
DH: Well I hope not. It does the ground work for you?
P1: Yes.
DH: Is it just about finding stuff? Is it just down to Google?
P2: It's 'funner' and It makes it more interactive. (3:20)
DH: That's a word we use a lot more – interactive? So it's more fun? We'll have to unpick what fun means – as we don't want your parents thinking you're messing around in lessons on computers and not learning, because it's all about learning. We want to establish whether you think your learning is better. If we took the computers out of school for five years; whether you would learn less? (3:43)
P1: It's different learning from a screen than a real person.
DH: Why?
P1: A real person is standing in front of you.
DH: So what does that mean?

P2: You can learn at your own pace. You can re-read it, go through it. Rather than a teacher – you learn at their pace. If you're doing it on the computer, it's more about you.
DH: So it's more about you? What you mean is it is personalised? If I were reading text about how to do a good lesson, you tell me I have got to personalise it? Are you saying that you think that this is achieved by computers? Do you think it is easier to learn the way you want too because of the computer?
P1: Yes.
DH: The teacher can make the lesson have different paces for different people. I know you mentioned search engines - did you see Google Instant – means you get the results as you type them in?
P3: Yeah
P1: Yeah
DH: it was launched last week in a big fan fair. So it tries to guess what you're looking for – before you get there. Your search gets more and more refined. We're not just talking about Google, although it's a big plus for everybody - me included. Think of other places: (5:49)
P3: It's easier for typing up assessments. When I write by hand, I tend not to write enough. I tend to miss things out because it hurts. It's a lot faster.
P4: You don't make spelling mistakes.
DH: So you welcome the fact it's helping you to do less mistakes.
P1: You can go back and add things in, which you can't do with paper.
P3: It's less messy.
DH: Reviewing what you've said. It makes your work nicer and keeps your work tidy. It's easier to go back. You don't like handing in messy work do you?
P3: Nope.
DH: That's searching and typing. School is a busy place. There are a lot of lessons like Art and D&T. Is there any impact there?
P1: In D&T, our teacher likes to work on the computers and use a programme (name unknown) - creating shapes. Computers add to everything not just simple subjects like Science and Maths.
DH: Your ideas are easier to put into practice, using the software to help. Music? (7:35)
P3: Yeah
P2: Well; Dance DJ. It's a programme to make sounds.
DH: So it means those that can't read or write music - can?
P1: It's basically a database of different sounds, you can put them together or you can add your own in. (7:50)
22:40
10:50
DH: It allows those who haven't got music ability to create music.
DH: What is the biggest difference you have noticed, coming from Primary School? (8:38)
P2: You've got more software to use. In Primary you had 36 computers shared by the school with just Microsoft Word on. That was about all.
P3: My primary school had only 15 computers.
DH: At your Primary School? The amount of money spent is...
P2: Worth it.
DH: Worth it?
P1: Definitely.
DH: That's interesting. With Dance Teachers - It's the range of software; it's not just about typing. With the D&T range you need £1.4 million – because its expensive stuff isn't it? So therefore my question is, does it make the school better? (9:36)
All Pupils: Yeah
DH: What can you say is better?
P3: It keeps you more organised, another way of communicating with teachers through email.
DH: That's a good one that one, I haven't mentioned that yet. Who here uses their email to communicate with their teachers?
All pupils.
P3: Mrs Quinn sends us emails all the time.
DH: Does it work?
P3: Yeah

P2: We have to send homework to teachers sometimes, and assessments that we do.
DH: Is that good? Does that work?
P2/P3: Yeah
P1: There are faults with it; there's been a few times where I've tried to send stuff and it hasn't worked.
DH: Do we have many issues with reliability? So when we get used it always working then doesn't - it becomes awkward and annoying?
P4; I've had loads of problems with my Kaleidos, that I just can't get on.
DH: At all?
P4: Yeah. (10:54)
DH: you rely upon it, when it doesn't work you notice it?
P1: It is helpful to have.
DH: it is helpful but you wouldn't rely on it totally?
P1: No.
DH: Can you think of one situation when your lesson has been better because of IT?
P2: In English when you're writing up assessments and revision in Science.
P3: In Maths as well
P5: History; a lot easier to type up essays instead of handwriting them.
P2: Correct information – with dates. If you forget you can look it up.
DH: Has anyone had a time when IT hasn't been helpful? (12:57)
P2: In Maths – I don't think it helps at all!
DH: This is the revision programme isn't it?
P2: Yeah.
DH: Do you not like it?
P2: No.
P1: I think sometimes, because they've fallen back on the computers when they've been short of ideas for lessons and it's just been boring no-one's really learnt anything. They put a few pictures on a PowerPoint and messed about with it really.
DH: Thats a lovely quote - "Put a few pictures on a PowerPoint"
P3: MFL – it's just games.
DH: Sometimes it's just there for the sake of it. Yeah?
P1/P2/P3: Yeah.
DH: Death by PowerPoint?
All pupils: Yeah!
DH: The teachers fall back on it? They haven't done it as well as they could, they rush it and whatever. Just stick a PowerPoint on? Do you all have access at home?
P2: Yes
P3: Yes. I check my timetable before school on Kaleidos.
Do you use Kaleidos? Do you send work to and from home?
P2: Yeah, you can send it to yourself.
DH: Reliability issue? Is it reliable most of the time or non reliable?
P1: Depends what you're doing. Sending stuff isn't reliable. I haven't found anything wrong with anything else.
DH: When it does work it's great?
Pupils: Yes
DH: It is useful away from home? You can connect to and from home. It could be better and more reliable. How well do you think your teachers are coping?
P: I think they've all adjusted to the star board software. They all tend to use that.
DH: Are there any teachers still a little frightened of it? Or have they come along with it?
P: Most of them have learnt well with it, but some of them still are shy from it.
P: You can tell their home PowerPoint's – that they know the very basic PowerPoint.
DH: You've got some staff that are still stuck on very basic PowerPoint. They probably fall back on PowerPoint because that's all that they're comfortable with?
Pupils: Yes.
DH: Do you think you could work with that? Could you help teachers with their ICT skills?
P: Yes, definitely.

P1: Privately yes.
DH: We could have workshops where you could teach staff?
P3: Some people would find working with ICT teachers a little more comfortable?
DH: Most of the staff that are settled have got more confident with it? Have they got better?
Pupils: Yes.
P4: Sometimes new teachers have no control over kids, don't know how to use the computers so they make us go on the computers and make a PowerPoint.
DH: So teachers use PowerPoint to fall back on? PowerPoint is described as the new colouring in? Copy, paste and colour in.
DH: Are there any areas in which are not working that well? You've said communication is one – particularly Kaleidos? It works fine but not as good as it should be?
P1: Yeah
P: Definitely.
DH: Is there anything we could or should have done to make it better? What about things you have experienced outside of school – what you think we could have done? Are you quite happy in a sense of this Provision Link?
P3: Yeah. It's quite annoying when you're trying to research – and the website is blocked. I understand some things should be blocked but there's some that it's quite unreasonable.
DHL Do you think there is anything we could do better?
P: Possibly a bigger range of software?
DH: It's no the hardware it's the software? So a bigger range of software for more subjects?
P: We need different software for Maths – instead of using My Maths all the time.
DH: My Maths is becoming very unpopular isn't it?
P: Yeah
P: Software for MFL – you can't learn from a screen if you can't read French/German.
DH: So something interactive?
P: We have French/German interactive workbooks on the computers.
DH: Are they good? Do they work?
P: Yes they work.
DH: What about this idea of a handheld computer that you can walk around with?
P1: I'm pretty sure they did that down south somewhere? They had Ipod Touches?
DH: Did it make it easier? (8:11)
P1: Yeah
P3: They do that in Maths. They have those little phones.
DH: Handhelds? They are good aren't they?
P: They're really good.
DH: That lets you interact with your teacher?
P: In Science you can do quizzes on the,/
P: I would like to use them more. I've only ever used them once.
DH: They're £2000 each. If they are working, they are worth having – instead of spending thousand of pounds on other things? (8:50)
Pupils: Yeah
DH: The flip cameras are only £60 – to make videos.
P: I like them as well.
P: They were really good.
P: We use those in IT.
P: I like the laptops as well.
DH: If I were to give you your own laptop?
P: That would be so much easier.
DH: Have you thought through the practicalities of it? What about the batteries going flat/wireless connection/lost/broken?
P: I think it's a good idea and I'd like it but it would be a waste of money – people would break them.
DH: Not on purpose either.
P: Not everyone in the school is completely responsible.
DH: But if you had the chance you would give it a go?

Pupils: Yes
P1: If it were to go to a bigger scale you would have to think of a way to keep track of all the laptops.
DH: There's the issue of bandwidth. If 1 logs on its okay, but if 800 of you were to log on... (10:26)
Time: 17:00
Time: 17.50
P: I think the laptops would be a good idea but on a larger scale it would be good if you told the students they would have to pay for the damages or if they lost it, they would have to pay for another one.
DH: Some pupils would say "don't give me one".
P: Could ask for a deposit.
DH: we could, couldn't we? But if a class of 25 came in; 18 had laptops ad 7 didn't? What do you think?
P: Some people have free lunches – it could be the same for them. Because we have the ones in the maths/science departments - we could use them.
DH: Are you happy that IT makes learning better?
P: Yes
P: The networks are really, really slow.
DH: So the two improvements we could make are; we have a slow network at times and negative connectivity. We have some people that are still using IT as a fall back. We need to not use IT as a filler – to go on a PowerPoint. Does it happen a lot of the time or just time-to-time?
P: time to time – normally used by cover teachers.
P: Sometimes it's the teachers. The cover teachers use PowerPoint or MyMaths. (13.20)
DH: If I said that'd be the one thing to improve – would that be it? The amount of time needs to be reduced. Bandwidth is not an issue – it's just money to buy more equipment - don't you?
P: Yeah.
DH: From a learning point of view you want more varied software – for specific areas that don't have it? To improve the IT use for cover supervisors who still use PowerPoint? Death By PowerPoint? Is that a fair solution?
Pupils: Yes.
Total time: 2.5 hours.

P5.3 Teacher Interviews

The teachers all came from out 'Teaching and Learning' group. They had their own small scale action research projects underway and had undergone seminars on research.

P5.3.1 Teacher Questions

1. How long have you been teaching?
2. In this school?
3. Did you have another profession before teaching?
4. What place does the use of ICT hold in your everyday practice?
5. Can you describe the sorts teaching and learning activities you use ICT for?
6. What difference has it made to your approach to planning and delivery?
7. What use do children make of ICT during your teaching?
8. Has it improved the way you communicate with colleagues, pupils and carers?
9. What sort of training (CPD) have you had with the use of ICT?
10. ICT was meant to be a major tool in the transformation of teaching and learning. Can you offer your opinion on this concept?

11. What are your thoughts on the ICT provision being managed by a provider?
12. And finally…..the best and could do better bit.
13. What are the best aspects of the use of ICT in teaching and learning?
14. What would or could make it better?

P5.3.2 Teacher 1: Transcript

Classroom teacher 1: CJ
October 2011
DH We are talking about the use of ICT in the context of your teaching. You as an ICT user, would you call yourself an ICT user?
CJ Yes I would. Smart phones Internet laptops that sort of thing
DH Well it's pervasive in all of what you do?
CJ Yes everything, Internet shopping, I tunes downloads, music.
DH So you would get in to a classroom and you would not be fazed by the ICT and if something wasn't working quite right you would be okay to try and fix it or work around it.
CJ Yes
DH With that in mind then you have been here for how long teaching what and how have you been teaching
CJ Been here for two years teaching for three. English here is my previous year as a primary school teacher. Primary trained and converted to do secondary school.
DH We need to talk about the IT in your classroom. How often do you use ICT in your teaching.
CJ I would say every lesson I would use ICT that had an impact on that lesson or a part of it. It would be very very rare that I did not use something. Whether it's a presentation or a clip it would be very rare I did not use it.
DH So without it you would find
CJ Strange and completely alien
DH You are a very good teacher do you think ICT allows you to do the things you want to do
CJ Yes definitely. I think without them some of the things in my subject would be a lot harder to tap into without showing the kids some current version or clip that has a link to what they are doing.
DH So this is you as a teacher delivering with the kids paying attention. What about interaction? Does it stimulate the kids to answer questions and interact?
CJ I think the predominant way I use it is about stimulating discussion or stimulating understanding or provoking an emotion or response from them rather than as a tool for them to use as a lot of what they do is hand written particularly at the top end of the school as assessments have to be hand written so even with that a lot of the stuff I tend to do is a video or sound clip to get the discussion going.
DH So can you give me some examples. The keyword is transformational. I think what you've said so far is it makes it better but I don't think so far we've worked out whether it is transformational. So is it a completely different from how it used to be. Can you give me some examples
CJ Specifically from last year when I filmed a speaking and listening presentation and was able to show it back to do a self assessment and peer assessment as a class. As the performance which otherwise we wouldn't have been allowed to do, particularly groups that have shied away from performing in front of others. We did it after school we filmed it and then we watched it back and showed it and critique it that way.
DH And without ICT that would have been impossible.
CJ Yes we would not have been able to do it.
DH And therefore that improves attainment?
CJ With those particular kids I had last year they would not have wanted to perform in front of others and have that saw it and allow them to assure their work and be part of that criticism.
DH So for those particular individuals it was transformational, because they did something they could not have done before.

DH I have been quite negative about the expectations of ICT been overblown. Too expensive and not use limited impact and I'm looking for examples, positive examples of when it has been transformational.
CJ I think it is overused in certain ways but I think it's more about the user than the use of in my view. When people give PowerPoint a bad name I don't think it is about the system it's about the user and the way it is used. I use PowerPoint to manage most lessons but it's not a lecture, it's about presenting tasks. Look at this picture look at this sentence, make them think and in that sense I think it's essential for me. But I understand that it's overused and people think because its IT it makes it better when it doesn't.
7.35
DH I was thinking particularly about in English when students continually draft and redraft and when they copy and paste and you end up with screeds of text that is nothing to do with what they have written
CJ Particularly now when the guidelines for exam boards have gone back away from that completely, away from allowing any computerised kind of work, we have gone away from the Times where kids are giving you reams and reams of stuff that's not really adding anything.
DH So okay what about your life, not just a classroom situation planning and preparation. You probably haven't known it without computers you have always had that tool you haven't known that the days of ohp and photocopier.
CJ No thank God
DH So you have not got a reference point have you
CJ I have done it when for a while I had a room without a board but it just added so much to my workload and the quality of what I did in those lessons was nowhere near what it could have been in my opinion. Some of the things I did on those old-fashioned ohps was just not up to scratch even things like analysis of a poem was not brought to life like it would have been if I'd had the tools to do it.
DH Do you use the visualisers to show the kids
CJ I use it most lessons
DH That might be a surprise to some people
CJ With the visualiser I absolutely love them and in most lessons I would use them for a variety of reasons whether it's to assure an excellent example and discuss why it's a good example or two sure somebody in the middle of your group has who has hit some object that is but missed some of, and a class critique to assure what they could do to improve or whether it's to assure someone who has not quite gone the right way.
DH Do you think that has an impact on the quality of what they write if they know it's going to be shown?
CJ If you share that idea with them then yes I think they do. If you say in 20 minutes time we are going to share I think the quality does improve and they know that
10.29
DH it sounds like the digital native you or are without the IT both within lessons and for planning you would be be less effective?
CJ If we had some kind of mass ICT should I don't think I would be as confident in delivering a lesson I would be really happy with
DH so does it for free you up to do more teaching. Can you teach more can you interact more ?
C J I think in the way I teach it does allow me to to get into things in a different way to have more time to work with them
DH Communication on another issue. Communicating with pupils communicate with parents with colleagues is another use of ICT.
CJ Massive advantage having just learnt how to do mailing lists the pupils it has speeded up my trip organisation no end
Dh Have you come across tools like minded view?
CJ I've seen it used I've heard about them but not actually used them myself. Within the department through D now some of the things we do with homework its all online. Set assignments to pupils learning platform. So each teacher will assign a project to their group and the kids feed back through that

DH And the kids are happy with that
CJ They have to do it because we do not give them a paper copy
DH Great news, you don't get a paper copy you have all online. But your kids haven't got a computer in the classroom. Do they go to the ILC?
CJ It being homework task they have to do it in their own time, either at home or in their own time using the school facilities
DH Because obviously we have that digital divide. With some kids having computers at home and some not so you're saying that as the school we provide facilities through homework clubs and the like.
CJ Yes through that way and at the start of the year 11 with blogging and through one of their assessments was a blog and they had to do it.
DH And what was the response like?
CJ It was mandatory, they had to do it
DH And was the response better
CJ Talking to other staff, it was of a high quality, yes. They've bought into it because it was different and enjoyed it.
DH What about communicating with colleagues?
CJ Yes with staff through e-mails and that kind of thing quite frequently.
DH And take that anyway?
CJ And life would be so much more difficult. And with my new work rule in a tutor team is just speeds things up.
DH Of course there is your pastoral rule. The tutor groups and tutor team is using it. As an observer you see IT being used in tutor rooms?
CJ In some rooms yes and being skills and ordering things will activities on the whiteboard and certainly from a clerical point of view it does speed things up.
DH And you see a skills gap between staff?
CJ I'm definitely see a confidence gap with certain things and certainly with the speed with which people check e-mails which is a frustration to me.
DH Is that because you havet bought into this and some people haven't yet?
CJ Yes
DH When you see somebody is not confident, because it is our role to try and help, do you try and go?
CJ Some people ask because it appears I have been tarnished with an it brush but only if asked because this stage I not feel comfortable.
DH So if I asked you to run a session on for example how to use the visualiser would you be up for that? Or how to use PowerPoint to drive a lesson. All the big your of the students reviewing their own work.
CJ Will yes without a doubt
DH Because it would be better coming from an English teacher rather than an it teacher you would expect to be able to do it.
CJ One of the best things I've have had a hand in is the literacy games I brought from primary school. I thought they might work or they might be a bit too babyish but sometimes absolutely loved them. They use them with the one-to-one program. I have even done them with year 10. I have harder than doing kung fu punctuation.
Dh Apologies for being a bit corny but there a bit of a risk taking involved.
CJ I tried it on group of year 11 of a slightly higher ability and that he thought it was rubbish. What a year 10 group whom basic skills was a struggle and really thought into it and enjoyed it.
DH Do you have any current frustrations
CJ I would personally like my Smart board back, the one I can write on I found it a bit alien and it took a while to get used to the tablet. I liked being able to ask students should come up and do things. And highlight them. And of course I have a whole bank resources that could be used on the system. But I do need to set my pen up for the tablet.
DH If you want to develop something IT wise, what would it be. Have you seen something you would like to develop? What about the kids doing some we haven't mentioned then much.

CJ We have all seen the kids walking round with a device in their pockets like the one we got I would like to see a more instant service to them where they get an instant message or update or something more instant to get a instant response.
DH Yes we should be telling the parents this is the device you need to buy your child for Christmas, get one of these.
CJ There is a whole host of things that we just don't use that learning platform for. University when we had to submit things through assignment tabs. The tools are there but we do not make use of them. There are 16 drop down tabs on my learning platform and I use about two of them.
DH So are you saying we have a lot of the tools but we do not make best use of in? You have not touched upon anything to do with when the children have their own device.
CJ I think that's one of the ways but things are overused. At times we asked kids to do a PowerPoint presentation just for the sake of doing one. I don't now but I have done in the past. There are other ways for people to present information. Rather than pupils away a PowerPoint presentation on say the life of Dickens I would much rather have a device that allowed them to do it there and then and present their work however they choose.
DH If you use PowerPoint work is presented in a linear fashion . Where as with say Mindview are complex relationships can be explained and connected and then exported to word if you want.
CJ Yes and it all so supports collaborative working in that the pupils and work together initially they have an export to work on independently. But It's about using devices like that (points to mobile phone) were I think the future is.
DH Have you ever used the voting pads?
CJ I have been primary school with my starboard. But not here yet. I have them in my room I need to get them set up. I need to talk to Mike. I just haven't got round to it.
Even the little things like the external remote controls the laser in the things are great. They make great impact. But I would have preferred one of the older boards I was used to.

P5.3.3 Teacher 2: Transcript

Classroom Teacher 2: JD Transcribed by KD

DH: How long have you been teaching for?
T: This is my fourth year of qualified teacher status and my fourth year at Oxclose.
DH: So Oxclose has been your whole teaching experience?
T: Yeah, apart from my professional year of my degree.
DH: Where did you do your teaching practices?
T: I did my first one at St Aidan's in Sunderland and the second one at Durham School.
DH: Ok. Did you do anything else before you taught?
T: Yeah, I was an architectural model maker for about two and half years and before that I made Santa's Grottos. So they are both at different ends of the scale, both model making, some of them were tiny really intricate models and others were huge polystyrene and fibre glass things.
DH: Who did you make the Grotto's for?
T: Our biggest contract was the Metro Centre, but we had contracts all over the country like the Trafford Centre.
DH: In terms of your comfort with I.T, would you call yourself an I.T literate person?
T: I am probably within my comfort zone. I have certain things which I like to use and I feel I am very proficient in those but I am sometimes reluctant to delve into new programs when you are quite happy to get everything that you want to get out of the few programs you use. It is something I would like to develop.
DH: So what you are doing now works for you?
T: Yeah, but I can see areas of development.
DH: In your general teaching as a DT Teacher, what type of activities do you use IT for? Both in your teaching and in the kids' learning.

T: In my own teaching I use it for research, into how I am going to deliver certain parts of the specification, things like that. Looking for new information and obviously use it for admin.
DH: Does it help?
T: It has always been a fairly central part to my teaching career although I still like to go through books, especially design books and try to pick out ideas for projects and how I can tie in things with product design specifications or the national curriculum. In terms of trying to engage pupils, I try to make my teaching as active as possible. I don't always want to be using a computer, but if I can use a computer to generate some resources that pupils can get active with, that's my goal really.
DH: So in terms of your preparation and planning, as well as your delivery, you use I.T?
T: I use it for presenting ideas, presenting previous pupil's work to engage in discussion, setting goals and things like this. Also, the CAD CAM is a really important thing that is computer aided design and computer aided manufacture, which is really important in design technology at the moment and something I would encourage the pupils to do in Year 7, 8, 9, 10 and 11. So this is a big form of how pupils engage in it in my subject area.
DH: What difference has it made to your approach?
T: I think I have changed since I have come to this school in terms of the Year 11 coursework, as I have taken it through to just digital portfolios. We came in with the new specifications in Year 10 stating that you could submit your work digitally rather than an A3 folder. I am trying to take it down a new route, as I want to develop different things and this is just the starting point.
DH: Is that enhancing the learning?
T: It is enhancing presentation skills and being able to have a coherent flow of their work and making things look more professional, therefore raising certain pupil's self-esteem who don't have ability to present work really well and skills to do that. ICT can be a great leveller in that respect.
DH: Does this make it easier and more efficient when marking their work?
T: Yes definitely because you are not sorting through piles of work. You have your two monitors set up. You can have your portfolio on one screen and have marking criteria on another and can tick off. It seems a lot more methodical and systematic.
DH: Do kids miss their folders?
T: Yes but there's a mixture of both. You can get kids who really enjoy that tactile aspect where they enjoy doing drawings, which is a really important skill for them to have but those pages are scanned in and they can add to that and use programs such as Photoshop and Illustrator to add to those drawings and add a different dimension as well. I like to work both ways actually, I like to use things like Pro Desktop to create a 3D CAM model which they can then print off and sketch on top of those, so it can work both ways. I think it's a really good development tool.
DH: Has I.T improved the way you communicate with colleagues, pupils and carers/parents?
T: In terms of communication with colleagues, I think it's really easy and I don't see how that can be improved. In terms of the benefits of communicating with pupils, I don't think enough of them check their emails on a day to day basis. That should be a real focus on the first year of their school that they need to check their emails as a force of habit. Their email could be a form of a new planner. Only problem would be if they are in a class such as maths they wouldn't have access to a computer when homework was set. But they could set homework directly to their email.
DH: Are you not a user of Kaleidos- that could do that?
T: I have had training but within our department we work on a carousel system. So over the course of the year I will teach each pupil and it's quite difficult to build up that rapport with

pupils where communication is back and forth. As a department we haven't established how we are going to set and mark homework as it changes every 7 weeks.
DH: What sort of CPD have you had?
T: I will be honest, there are things I have from CPD that I haven't integrated into my teaching even though I want to use them.
DH: Is that just with the pressure of time?
T: Yeah, it is. Sometimes the things that are going to take time to develop are a bit lower down the priority list when you have things that need doing there and then.
DH: Have you got an example?
T: One of the most recent ones that I haven't had time to integrate yet would be the green screen. I had an idea straight away to do with design theory with my Year 10s. If I could get some footage of walking around a design gallery, like a virtual tour where I could then pupils could walk round and pass comment on their work and stand in front of it. I think that would be really good. Another thing with regards to developing, we have cameras with a video function. Especially in Year 11 we get lots of pupils who have problems with literacy but they still have very strong making skills and I would like them to submit videos as part of their digital portfolios. So opposed to them typing up how they developed ideas, experiments they have done and so forth they can sit in front of the video with their product and talk about different things they have done, different moulds they've made and different cuts and finishing techniques.
DH: So you don't do that now?
T: No but it's definitely something I want to start doing. Then with the use of say movie maker, which is what we have had a CPD on, they can start chopping bits together and add text.
DH: The word that BSF used about I.T was 'transformational'. It said the I.T investment we had would be transformational. Do you think it is?
T: It's hard for me to give context because where are we transforming from.
DH: Ok then, so during your time at University training did you get much insight into the use of I.T?
T: It didn't really have that much input in terms of the ICT use. We were encouraged to use ICT but not to totally replace what you do in the classroom because if you are typing something out, but can just as easily hand write it, what are the pupils actually learning. Unless, they are developing a skill.
DH: So, does I.T add value to that skill development? I suppose it would be transformational if it allowed the kids to go that one step further or develop alternative skills that they didn't have before.
T: Yeah exactly I agree. It is about developing new skills. In terms of emailing, creating good habits of how to use ICT. I think a lot of kids have got bad habits in terms of the way they use basic programs in school.
DH: If we took I.T away which would suffer the most, the teaching and learning or would it be the preparation? Would you be able to teach in the same way or would it make your life harder? Is it transformational because basic tasks are less time consuming and more efficient and as a result have more time to give kids in lessons?
T: It's a difficult one. I feel that if you're a good teacher you can get the kids down with a bit of paper and stand in front of them and try to enthuse them. But obviously certain aspects of the curriculum are really reliant on the use of ICT. I agree day to day jobs in terms of admin and communication is totally speeded up with use of ICT and that's probably what you could be affected by the most.
DH: Do you have shared resources available online within your department?

T: We have the shared drive with pools of resources. Also we have the files that move with the pupils which show the feedback in terms of exactly what levels they have achieved, their effort grades and feedback in terms of their targets. This helps for example if a majority of a class have done poorly on the analysis of existing products; I have to focus on the analysis this time round.
DH: This is one way of saying ICT really enhances the concept of kids making progress. When you get a very short time with a bunch of Year 7 kids there are certain gaps in their knowledge which would be difficult to do without ICT.
T: No we do that without I.T. We have paper files that go round and those are the pupil's progress reports. They actually go through and read them and fill them in. Then that data is transferred to Integris.
DH: Nobody I have spoken to, even at the top of BSF, knows what transformation actually looks like.
T: I think maybe the use of ICT is still in its infancy so you can't say it's transformed. Come back in 10 years time and ask that question and I think you will say wow, look at how much it has changed. We get so used to some of the more menial and smaller tasks it does and then newer ones will be introduced.
DH: What are your thoughts on RM, our managed service? How efficient is it, do u find it frustrating?
T: In terms of logging a call I have always had a really good experience with this as it's dealt with the same day or within the next day, so I feel that's been excellent. In terms of some of the hardware we have, we seem to experience problems far too regularly. For example, suddenly printers aren't installed, suddenly certain programs aren't accessible, and certain drives aren't accessible by pupils and staff. It's still not stable enough. It seems like an endless, monotonous activity of logging calls to get things fixed.
DH: What are the best aspects you have mentioned?
T: The use of ICT, CAD CAM especially. I feel it is as good as a bit of a leveller. I have pupils, especially in Year 9 who are really low ability pupils who you can actually engage in and are producing some really fantastic work and inspiring people in that respect. Laser cutters are a great piece of equipment too.
DH: How many schools have those at our level of sophistication?
T: I think the majority or schools will have a laser cutter of some sort, maybe not of that size, which totally changes the type of work u can do at GCSE. Some schools now have rapid prototyping which is a 3D CAD CAM, so it will actually build something out of wax, like a 3D structure. I think that it is a showy nice piece of equipment but you won't get much use out of it at Key Stage 3. I think it would be good for product design and engineering at GCSE level.
DH: What would make it better?
T: What would make my teaching better would probably be harnessing some of the CPD I have had and stop using more generic programs and try and use things that were more specific to their use. Say for example we use PowerPoint for kids to do their digital portfolios on. This is for mainly two reasons, one being pupils often have Microsoft office at home so they can work from home and secondly there are no barriers in terms of how to use it. You can use it for slideshows and can import screen grabs, put photographs in, text boxes and comments in. But I am sure there are better programs for doing that. The thing is you do not want the program to be the barrier to the work; you want the aspect of the work they are struggling with.
DH: You have touched on the importance of time throughout this interview.
T: The thing is, I see all these things I want to change and develop. Maybe that's because I am still relatively new to teaching and my professional year is still fresh in memory where

you have to evaluate every week and you are constantly thinking. I am constantly evaluating, changing my teaching, trying new ideas and new ways of delivery and changing my lesson. Maybe sometimes I feel that ICT is the part which I running quite smoothly as it is, so I'm not changing it. But ICT is moving so fast that just because its running smoothly doesn't mean it couldn't be running any better.

P5.3.4 Teacher 3: Transcript

Classroom Teacher 3: LC Transcribed by KD

DH: The context of this is about BSF in I.T. I am looking at it from the perspective of the end users looking at building skills for the future and whether it has made an impact for you professionally, and if so how . Firstly, how long have you been teaching?
T: I am going into my fourth year now.
DH: In this school? All four years?
T: Yes, yes.
DH: So this is your first post?
T: Yes.
DH: Did you do anything before teaching?
T: I went straight from University into teaching.
DH: What did you do at University?
T: I did Fine art.
DH: In terms of your own ability with ICT, would you say you are pretty confident?
T: Yes, definitely.
DH: What place does ICT hold in your everyday practising both in and out of work? Are you a smartphone/Facebook/Twitter user?
T: Yes everything. I have a smartphone and use that to keep in touch with the news etc. Facebook yes and I find Twitter very useful as it can search anything.
DH: Do you have a PC/laptop at home?
T: Yes, I use my school laptop at home; I would say I use that every day.
DH: To log into school? Emails and stuff?
T: Yes, everything
DH: What about professional practising? In terms of teaching and learning do you use ICT?
T: We use Kaleidos for the registers which is good for finding where a student is as you can access their timetable and their home contacts, which is really useful. Most of my lessons are delivered via PowerPoint. Lesson objectives are on the board and with my subject being art it's really important the students can engage with work visually therefore videos are often shown to students which they interact with. We also teach kids how to use Adobe Photoshop and they do a lot of design work, sometimes using their own photographs which they edit via ICT and use those to build up their own design ideas in Adobe Photoshop. The Graphics students do digital portfolios where a whole project is stored digitally.
DH: Did that used to be a done via a printed media?
T: Yes, it used to be a printed sketchbook but it was so archaic and used to take the students forever if there was printing difficulties leading to the students falling behind with their work.
DH: So has it saved you time?
T: Loads of time.
DH: Which gives you more time for delivery? I am guessing if you aren't standing in queues at printers it gives you more time to teach and kids have got more time to work.
T: Yes. One good thing as well is a program RM Connect Console where you can access all the students digital work folders so it means when I am marking I can access their portfolio and leave comments on it. So again, it's all digital, gone are the days of using a pen and scrolling on kids' work, which saves a lot of time.

DH: And do the pupils like that as well?
T: Yeah they do because as soon as they log on they can look on their digital portfolios, see what they have done well last lesson and see what they need to do to move forward. They are all working on different schemes of work and projects that they have chosen according to their needs and ability so they all need personalised learning targets. So it does save a lot of time because otherwise you will be going round to 30 kids to start them all off which takes too long.
DH: Has this made much difference to your approach to planning and delivery?
T: It does especially in Graphics. It would be nice to embed that more into Art. It would be nice for all artist research to be digital like Graphics in terms of digital portfolio. Only problem would be timetabling, trying to get all the kids into the computer suite when there's other lessons going on.
DH: So are you saying with even 1.4 million pounds worth of investment you would like and need more?
T: Possibly.
DH: Having seen what it can do, can you see the need to have more of it?
T: I think it would be great to have ICT that you could use in the classroom without moving geographically such as tablets. That would be really really good.They could photograph their work, upload things and when they are giving feedback on each other's work it could be all via the tablet and it would save so much time. Also I think the rules on technology, obviously all the kids or most are carrying smartphones and cameras on them. Surely there is a way we could utilise them having a camera in a lesson, especially in a practical subject like art.
DH: This is causing a huge amount of arguments and discussions amongst IT professionals who are saying they can't open up our network to personal devices and we are saying lets work together and find a way around it.
T: Its safeguarding issues too. I think we are missing a trick in terms of social media like Twitter. Kids could be uploading work, discussing work and they can all access it. It seems such a shame that there are loop holes we can't get through. The students respond very well to digital media as a lot of them are much more literate than we are in a lot of respects. I think if you plan ICT in your lessons you will be surprised at how quickly the kids pick it up, especially industry standard programs like Photoshop. We get Year 7s using it and they quickly pick it up.
DH: I know you have mentioned this briefly a little bit, has ICT improved the way you communicate with colleagues, pupils and carers/parents?
T: Yes, definitely colleagues through email, I don't know what we did before it. I think it's much easier to communicate with colleagues. Also it's good because there is a record of what was said in the email. I have had a couple of parents contact me via email before and it was successful but I still think that there is not much of that, which is a shame as most teachers start their day looking at their emails. So if parents were emailing about their students it would be the ideal time for us to answer them as often with phone calls they're not in and messages are left. It would save time.
DH: It can be done; some staff are using it and setting up distribution lists. You can get parents' emails off Kaleidos. Emails are more secure.
T: In terms of my assistant Head of Year we use it a lot.
DH: So pastorally yes, academically no?
T: Exactly.
DH: Interesting! Do you use emailing to talk to kids?
T: I do yeah. Kids often send me their work for me to view it from home. Quite a lot of kids, especially kids through my pastoral role that have emotional difficulties, who don't feel confident enough to speak to you personally have emailed and discussed issues and it has definitely helped.
DH: Ok, in terms of being trained in the use of ICT and software, how would you welcome this and how would you use it in your teaching?
T: I think it would be good to learn more about the Starboard and things like that. I think that's an area we haven't really looked at and I think in terms of outstanding teaching interacting students via Starboard could definitely be helpful.
DH: You have described an art lesson where you have used PowerPoint, have objectives on the board and you display work using videos, is that approach of your own making?
T: It was sort of PGCE.I think one thing you have to be careful of is death by PowerPoint! But it is very good as a quick visual aid which is what I use it for. We also use PDF so students have work

booklets which are stored as PDFs. We print those meaning all our resources are stored digitally and backed up. Also we used Openmind which is how to make interactive mind maps which is useful and Screencoder for video and practical work.
DH: As an arts teacher, has anyone sat down with you as an artist and said this is what you can do with ICT or are you building your knowledge up?
T: I am a member of the North East Art Teacher Network and they have monthly meetings and I learn a lot about technology to be used from an art point of view.
DH: Has it been good?
T: It has. There are a lot of good ideas but practically using them, it can cause problems due to safeguarding. There was an amazing one about a blog, an art blog, and teachers and students were interacting on a project via the blog, something I would like to try.
DH: There is a secure blog in Kaleidos for kids, within our firewall environment.
T: Training on that would be good. Also there were programs about making 3D moving digital sketchbooks which looked really good.
DH: Do you know which software?
T: There was a programme called Issuu and that makes a moving PDF sketchbook. There was another program but I will have to go back and check on the name.
DH: Please check as in the context of these questions these ideas are relevant and important. In BSF, the key word was transformation. They said "ICT would transform teaching and learning". As a pupil, it was probably not as IT rich; do u think now, as a teacher, kids are more transformed?
T: I think transformed is a big word. I think it's a step in the right direction. There is definitely much more access to ICT and its true to say that students access ICT and technology across all subjects because in one point or another they will engage in ICT. I think that's very good and that didn't exist when I was at school- you would work on a computer in ICT and that was probably it.
DH: In terms of art in high school?
T: Of course, I certainly didn't know about Adobe Photoshop when I was doing my art education
DH: Is that a good or bad thing? Is it taking away basic skills or giving kids more access?
T: I think it's true to art in the broader sense of the word. Art is such a broad topic and it helps kids who aren't good at drawing or painting be successful digitally. A couple of kids have brought in iPads to use for photography but we are touching the surface! The main thing for me is a way for students could use their phones to learn. Not sure there is a way, maybe photograph their work or make a page on their Facebook to store their art work to exhibit their work essentially. For instance, I was searching for a video clip in a lesson today. They were all YouTube clips therefore I couldn't use any. It's such a shame and it would be better if only teachers could access YouTube. As it broadens the visuals for any subject that would really help.
DH: YouTube is such a problem as it's so unregulated. Obviously our ICT isn't managed by us, it's managed by RM. How have you found working with a managed service?
T: Mostly good, although I don't think there are enough technicians. Although there is a good system for log in issues, those aren't dealt with swiftly, which isn't good if it's urgent. The technicians we have are very good and Kaleidos itself, in terms of registers and student details is very good. It's really helpful that you can store all of your data in that. Better technology and tablets would be great, as well as more technicians. In terms of research and programs that we could use, it would be nice to share ideas with other schools on their ICT provision.
DH: Of all of the ICT we have, what's the best bit?
T: The sheer volume of computers. It's very rare as an art teacher that you can take a class of 30 into a computer room and each pupil can have one. We are very lucky. Also the software we have, including Windows 7. From my knowledge some school don't have that. Also Adobe Photoshop, not many schools would have that. Due to this, pupils are very ICT literate, use it in every subject which we should be very proud of.
DH: Are you saying the ICT needs to be more flexible and modern and be able to respond to new technology more quickly?
T: Yeah and also to respond to students too and programs they are using. The way to engage kids is to use the technology they use in their own time. This would be a good way to move forward.
DH: Is there anything else you want to say about IT?

T: One last thing, we have a number students who have physical disabilities and I think tablets would be superb for those who can't hold a pen.
DH: Use their finger to draw?
T: Exactly, a way of engaging with those students. Also with dyslexic students and those who struggle with sight and literacy, you can enlarge things on the tablet.

Thank you

P5.3.5 Teacher 4: Transcript

Classroom Teacher 4: EH Transcribed by KD

DH: How long have you been teaching?
T: I've been teaching for five years.
DH: All at this school?
T: Yes.
DH: Did you do anything before you were a teacher or is this your first profession?
T: No, before I was a teacher I owned a restaurant for six years and many other bits in between.
DH: That's fascinating! What place does ICT hold in your everyday practicing? Do you embrace it as part of everything you do?
T: I wouldn't say I was in with all the "techies" but I do use it every day. From my iPhone to keep in touch with people but as a work point of view I find it invaluable, I use it every day.
DH: So you aren't scared by technology? If there was something new to use in the classroom for example, would you give it a go?
T: I would love to be introduced to things like that, but it does worry me sometimes that the children seem to know a lot more than I do, I think with the new generation. But I do like to learn.
DH: Can you talk about the sort of teaching and learning activities you use ICT for?
T: I would say the majority of my lessons involve ICT in one way or another, whether it be for assessment based, as I use a lot of quizzes and interactive material using the voting pads at least once a week with each class. I use it quite a lot for formative assessments. Other than that, even if I am doing class based activities I would have some pictures or some keys words up on the board, just the colours and everything. I don't want to say my lessons are PowerPoint led but I do rely quite a lot on PowerPoint and other things just for words, pictures and some kind of thing to engage the kids and help them in whatever they are doing.
DH: Would you say that has made a difference to your planning and delivery?
T: I do. I wouldn't say I was 100% reliant on it but it does impact on my planning and my delivery definitely. I feel it helps with my flow with the things that I use and it helps the children to see.
DH: If you took I.T away would your lessons lose their pace?
T: It seems to help both me and the children. I do rely on it quite a bit for pace. Starting with the objectives, the children know as soon as they sit down that there's a starter on there and something for them to get down and do. If I have that on my screen it's a lot easier than me having to rely on time to hand things out or sometimes I don't have things on the board.
DH: Do you find it good being able to easily retrieve, repeat and save things well?
T: I am now starting to generate a bit of a bank. I think as you use things for the first time round and you see how they go, so there is starting to be something there that I can reuse.
DH: Do you share those with colleagues?
T: It is there for other colleagues but because things are constantly changing in my department it's hard to have a bank there. However in terms of day to day planning I do rely and check the shared resources on model work plans which can sometimes be very useful.
DH: As a science teacher you are in a laboratory, but what use do the students make of ICT?
T: I like the voting pads because I then get full class participation but as well as that there are quite a lot of interactive activities the children are able to use. They enjoy filling in a display or filling in a word or loads of things you can find.

DH: Do you ever leave the lab and go to an ICT suite?
T: I do have some lessons that are planned in ICT, about three lessons a week. In those lessons I generally use research based and give them a scaffold. Again, that's because I like using PowerPoint and using the revision from that. So I would title the PowerPoint slide or give them the index page and they could fill in the slides. Or I use games for them to play; well they prepare the games ad quizzes and turn to the person next to them. I use PowerPoint for the quizzes too.
DH: Is that because you are comfortable with PowerPoint?
T: Yes.
DH: Are you aware there is probably a quiz generating program?
T: I use what I am comfortable with.
DH: Do you use ICT to communicate with colleagues, pupils and parents/carers?
T: I do kind of stay in my department so ICT in terms of emails does keep me up to date with school affairs which I probably wouldn't know much more about. Also I find it invaluable with my Year 11's because I do a lot of revision with them and have also been emailing out past paper answers. So it just means that those who haven't been turning up for revision sessions, it's that extra bit of information. I have found that good as it includes everyone in the class.
DH: In terms of school reports, do you find it easier to do with ICT as opposed to on paper?
T: Yes. Well obviously I haven't had any experience with doing it before however I don't find it hard in what I have to do and it's easier the fact that I can finish some at home as well. It's easier.
DH: What sort of training have you had for using I.T?
T: I have been in many CPD sessions using ICT but mainly covering things I already knew from a PowerPoint perspective and excel. I do know quite a lot of basics on a lot of the ones I am familiar with. The YouTube editing little clips, I found that useful because I had never done things like that before so now you will find that I do include them in a lot of my lessons. Another thing, I use a lot of video clips. With the visual aid, there is no point in me describing something, like red blood cells, when you can find clips that can also be edited.
DH: So the multimedia stuff is key in science?
T: I find it very useful, yeah.
DH: You are one of many few using the voting pads in the school.
T: When I have been to further CPD, they have used grids to generate the answers – I know there's more about it but it would be easier for another CPD session or to ask someone who knows more about it to give me that information to push it a bit further. It's not used to its full potential. The CPD has been sparse; however some people don't use them at all.
DH: Are you saying you have had some training, it's been ok, but you need more depth/follow up?
T: Yeah, to use it to its full potential or else you go with what you are comfortable with.
DH: ICT was supposed to transform teaching and learning, are you delivering in a way that's transformational in comparison to how you were delivered to?
T: Definitely, but I think teaching has changed full circle since then anyways. But I do think from an ICT point of view, from having a black and white OHP and a worksheet, from the pictures I think of in my lessons, I just think colours straight away. I think the visual side of my lessons help to engage the students.
DH: Our IT is provided by RM, have you found the support ok? Does everything work?
T: I have found it ok, but I haven't had anything to compare it with so that's all I have ever known. I find it ok , although a little frustrating. At the start of the week I had checked my lessons on a morning and I had a clip to play and within a couple of hours it didn't work. So the fact that I had to log a call and then get someone to come out, that's frustrating. I guess that's the thing about using ICT, if you do become too reliant on it then things go wrong, that's frustrating. Also, as I work in different classrooms, some computers are set up totally different to others; one thing will work alright on one and not on another. Little things like that I do find frustrating especially when you want ICT in a lesson you want everything to work. Things also seem to change every so often, my computer can change, one minute it works and then something has disappeared or I can't open an Adobe file.
DH: What are the best aspects of ICT?
T: Using it as a visual, I think it's great just to have it there and for the flow of my lessons. I do like the idea of having a bank there to help with planning as well. Also with assessment, especially when I have a mixed ability class, it's a lot easier to assess everyone using interactive quizzes on the board

but we still have the white boards. But the fact that the interactive quizzes are the millionaire quizzes, it helps a lot to get them engaged.
DH: So you are using old technology and new technology alongside each other?
T: Yes.
DH: But it's still the I.T driving the pace?
T: Well I think it does help instead of me just standing at the front.
DH: In terms of improvement, you have mentioned more in-depth CPD for yourself about things you don't know about.
T: Yes. I would like all computers to have the same programs running so continuity and maybe like a central store based on CPD where there are basic templates, such as a quiz generator, to help people with less knowledge.
DH: So we need to be using it collaboratively as staff?
T: Yeah maybe because there are obviously people who can use programs better than others. It would be good to share ideas to save time searching for things. For example I know there are people in my department that use the starboard everyday but I don't use it as I am not confident with it.
DH: Is that because you don't want to make a mistake in front of the kids?
T: Yeah, I would probably use it for an exam paper with my Year 11's to show them but instead I use a one that I have printed or scanned. But it's mainly because I have used it in the past with starboard and I clicked something and it didn't save and I couldn't find it so it's about confidence.
Thank you

P5.3.6 Teacher 5: Transcript

KR: Teacher 5

D: How long have you been teaching?
K: 7 years.
D: All at Oxclose?
K: No. Four years in this school and the other three in three different schools.
D: Did you have another job before you were a teacher?
K: No I came to teaching as a first career.
D: What place does ICT have in your everyday practices?
K: It's everything in my everyday practices. Every part of my lesson involves IT in some way whether it's just the smartboard, the data in Excel or whether it's emails to get all of the information across.
D: Is that staff emailing you or do you email students too?
K: Mainly staff. It has only come to emailing students now that I've got the further maths group who are a lot more independent. So they are more willing to email them an exam solution and they will go through it themselves rather than there having to be specific lesson time, or email them resources for revision.
D: So the most able particularly engage in that level of communication- do they see it as a benefit?
K: Yeah , I think they would like more actually and we have looked at some of the stuff now that Frog is online but if that was up and running all of the way through I think they would have engaged with that all of the way through.
D: Can you describe the sorts of teaching and learning activities that you use for IT.
K: I use the starboard every lesson, so it's either the questions are up there and they are working from them or we are going page to page and they are holding their boards up with answers.

D: So the kids interact with the tablet, not with another digital device but with a whiteboard and pen. So you've gone from high tech to low tech. Do the two work well together?
K: Yep, its brilliant to be able to do stuff that brings both of them together, like the Activote. But things like that take an awful lot of time.
D: This is worth developing I think because it's there as a technology that we can use for interaction with pupils.
K: It doesn't get used anywhere near enough because of the amount of time it takes to set everything up. Its loads quicker for me to just write something on the starboard than to set up an Activote.
D: Then the kids give their answers visually on their white boards?
K: Yeah.
D: In your previous three schools, were they IT rich or poor?
K: A bit of both really. The first school was very IT rich. The second school was but not necessarily in my classroom, I still had a rolly white board. The last school was kinda middle ground, they used a lot of text books but there was a projector there to be able to use.
D: What difference has our ICT made to your approach to planning and delivery?
K: Planning first, the fact that every classroom has the starboards in makes it an awful lot easier. You can plan it, you can save it, you can use those resources again and adapt them for different classes. Again, the same for delivery, but I don't think it's as good as some other technology I have used in other schools.
D: Like what?
K: Like smartboard. Starboard just doesn't do all of the things the smartboard would. Even just as simple as importing things or opening up more than one document at a time, or being able to put a picture in and so on and the backgrounds.
D: So the specific technology makes a difference?
K: Yep.
D: I am particularly interested in how your lessons move, do they go faster or slower-what is the impact?
K: They go an awful lot faster than they would without the technology there. The amount of time it takes for you to physically write up questions on the board, its dead time if the kids aren't doing anything. Whereas if they are already prepared then you can just click them up and you can just click the answers up.
D: Is that a good thing? Do the kids go with the pace?
K: Yeah.
D: So if we were to do the same lesson one with the technology and one without it, the technology one would be better?
K: It would be better, yeah. It would be a lot quicker, they would get through more work and the students would be a lot more engaged because there is a lot more room for misbehaviour while you're having to stand and write it on the board.
D: Does it save you time?
K: First time round I would say it takes roughly the same amount of time because you still have got to have the questions, you have still got to prepare the questions, prepare what you are doing. It's after that when you can reuse things. You can't rewrite a set of questions on the board, say for example if I've got Year 10 first and last, I've got the same starboard but you can't leave the same questions on the whiteboard.
D: Does the faculty share resources?
K: Yes.
D: As much as you would like?
K: Probably not as much as I would like, but yes. It's more a case of people will put some things that are particularly good in the shared area and we will share them if we have got any

department time. But as far as just day to day resources it tends to be if you go and ask another member of staff they'll send you what they've got rather than it just being freely available.
D: You've mentioned Activote; do the kids have any other use of IT during your teaching? Do the kids have any IT devices in your classroom?
K: No, they don't have their own devices. Not very much for the students, there's times where they'll get up and write their own answers on the board and stuff and they're quite keen to be able to use your starboard pen but there's not that many opportunities . I did a lesson with the Year 7's recently where they could come up and type their answers in Excel and it would tell them whether it was right or wrong but that's more of a one off type activity lesson that we'd planned for the Year 6's.
D: So what about going to the ILC, do you make use of it?
K: Usually about once a term and use the My Maths Online.
D: Can they get that from home?
K: Yes.
D: Do they make use of it?
K: Some do, some don't. It depends how well it's based.
D: So it's not actually pushed, it's optional?
K: A bit of both if I'm being perfectly honest. In the other years I've been here I've heavily pushed it and being one of the only members of the department who does heavily push it. This year I think everyone else has become bored of trying to push it and I've stepped back a lot.
D: Ok, so there's online resources there but the technology is very much in your hands rather than the kid's hands?
K: Yes.
D: What about the way you communicate? With colleagues you have mentioned email and shared resources.
K: Yep.
D: What about pupils? You mentioned that you communicate with the more able, would you see yourself using that method of communication more in the future?
K: Once Frog is up and running, yeah. I've been in a school before with a system very similar to Frog and every class used it, in particular your GCSE classes but I think it needs to be up and running and the students need to be used to engaging with it for that to work.
D: So it's a whole school issue? It hasn't just got to be you in maths, it has to be every child, every classroom, every teacher, it has to become part of what they do?
K: Not just that though, it's better if its part of everywhere but even if it was just in maths it takes that level of time to get used to it. So for students to engage with it when they really need it the most in Year 10 and 11, they tend to have to have been used to it in some form in KS3.
D: Are you very much self-taught or have you had CPD around how to use ICT?
K: I have had CPD around using ICT but to be honest it's mainly focused on stuff that I am already quite confident with until we've come up against set up your own sites on Frog and so on.
D: So you're saying you need more CPD around those specific issues around the VLE and getting the new VLE working the way that you want?
K: Yep. I mean, there's always been CPD available as far as general IT use which is really good for those that aren't as confident with it, which is delivered by our staff.
D: ICT was supposed to be a major schooling transformation for teaching and learning, do you agree?

K: I think transformational is right as far as how much you can get done and how much you can involve the students. It's then, just how far can you go within that IT, whether you can go as far as you possibly can or whether you're just doing the basics still.
D: Are you saying you have got to a point where you have reached your comfort level?
K: If it was less time consuming to do more IT projects it'd be fine but there is a certain restraint on teaching the kids what they need to know, which unfortunately has to be there. As far as what IT I know and use and am comfortable with , I've kinda reached a point where I know how to do what I need to do and I know who to see if I need anything further and I tend just to seek them out separately.
D: If you took IT away lessons would be very different wouldn't they?
K: Yes, not anywhere near the standard.
D: What do you think about the quality of the service that we get?
K: Again, it only just does the basics and it could do an awful lot more and having seen schools where you are provided with all of the extras it's disappointing to see such a service being used for the bare minimum.
D: Are you saying your machine works and they keep the stuff working?
K: Most of the time, not all of the time.
D: Has it been reliable, what's the response from the staff on the grounds?
K: It depends whether there's any major problems going on or whether it's a one off. If it's just you're having one particular issue and there's a couple of other people having particular issues, they'll get sorted quite quickly. However if it's something that's affected a lot of people it can take absolutely forever. There's also, if something needs done right there and then for your teaching it's difficult to get someone and again I have worked in schools where it takes a matter of minutes to have someone out
D: What would you do, call someone?
K: To be honest I normally just sent a student round.
D: How many support staff did they have?
K: There was two but it was a smaller school so it was easier.
D: What is the best thing about having IT in your classroom?
K: The best thing is being able to reuse resources.
D: What could be better?
K: Getting the service in that can deliver everything that it promises and to be honest I would much rather have a smartboard than a starboard just because of the extra features.
D: If your students had a device, like a tablet, would that make a difference?
K: I think there would be the odd lesson where it would be a lot better and you would get more engagement but I think seeing the students care of just that piece of plastic isn't exactly up to scratch, so I wouldn't want to spend a large amount of money on something I don't think the students are going to have enough respect for to keep it in a working order.
D: So your faith in the technology in the kids' hands is not sufficiently strong to think I want all of the kids to have a device?
K: Yep. The students generally think that the stuff provided by the school will get replaced if it's wrecked and that sort of thing costs an awful lot of money to replace and it wouldn't happen.
D: How would you describe yourself as an IT user, is it part of your everyday life?
K: Yeah its part of my everyday life. I'm fairly confident in the areas that I need to use. I'm a little bit in the dark on some of the stuff that the students are familiar with because it's not something I particularly use. I do the things I need to do; I don't go as far as some others and interact with all the social aspects.

P5.3.7 Teacher 6: Transcript

Classroom Teacher 6: PM Transcribed by KD

D: How long have you been teaching?
P: Eleven years.
D: In this school only?
P: No, ten years in this school and one year elsewhere.
D: Did you have another profession before teaching?
P: No.
D: What place does ICT hold in your everyday life, in terms of you as an individual?
P: As an individual I do programming, video editing.
D: Would you describe yourself as someone who is technology rich in your personal and private life?
P: Yes, everything in our house is based around computers.
D: Can you describe the teaching and learning activities you use ICT for.
P: Yeah, the register. I used to use it more than I do now. I used to use Powerpoints before but I tend to find teaching and learning wise that interaction is probably better than having things on the board so I have moved a little bit away from that actually. More to do with music based tasks, so I'm using it for Sibelius for writing music, for Dance Ejay for KS3 kids for composing music, but in terms of delivery maybe for audio, sometimes I play video clips. I've started, which has worked with quite a few classes, doing a lot of filming of me playing the piano because it's hard to get round everyone so they can watch it, that's quite helpful. I have got intentions to use it more with certain things for example I was looking into how you put a camera above the piano that would be useful.
D: It's interesting that you used to use Powerpoint a lot for kids to pay attention, but you found it stunted?
P: Yeah, well its counter intuitive to teaching isn't it. Its people staring at a screen and I think when you stick things on a screen people go into television mode, you know, into the zombie. It's actually quite hard once you've got something on the screen to get any interaction from the kids. One of the things that work very well is Google Earth. That's one of the few things that I find really, the kids actually interactive wise. But its sticking a Powerpoint on with words written on there you wouldn't really read out is fairly irrelevant. Maybe, say if I'm doing blues, I'd stick a picture of Eric Johnson on.
D: So you use the multimedia to stimulate discussion?
P: Yeah, rather than lead.
D: Do you think it has changed your approach to planning and delivery?
P: My planning used to be on a tiny little A5 book, so if you ask me if it has changed my planning it has. It is now written up and a bit more organised and I've got resources that I would use in a lesson. In terms of delivery, I'd say my delivery is almost exactly the same as it's always been. If I didn't have the IT I would deliver it in the same way. I'd probably just have some printed resources and say look here's. I don't think the IT makes the delivery much better.
D: But you are using the multimedia stuff, the images rather than looking at a picture in a book?
P: Yeah and actually I've gone sort of away from that even recently by making booklets because it's a bit easier when you see that kids have looked and responded. When you put the screen on I think it does turn people off. Rarely do I have the projector turned on all lesson. I used to always have the projector on and it was ready there to go but now I'll put it down, put something on and actually turn it off and put it up to continue discussion.
D: Whereas some staff would leave the stimulus on the screen for the whole lesson.
P: But does it act as a stimulus or is it a distraction? If you've seen an image of something, you remember it don't you? You don't need to keep looking at it.
D: What about your lesson pace?
P: Well I'm trying to avoid being negative here but if I was very realistic I've reduced the technology use because the reliability is low enough that the risk of it not making the lesson work is high. So I tend to have it now but the lesson doesn't rely on it so therefore I need to make sure the lesson is planned in a way that I'm not using as much as maybe I would if it was dead reliable.
D: What part of the technology is not reliable?

P: From taking a register, there's this thing in educational studies called 'with-it-ness'. When the kids come in your room that's the time when, if you look like you don't know what you're doing, chaos. If you're trying to log on to your register at that point you've got chaos, it just takes too long and it doesn't work and you have to shut all your Internet Explorers down. So right from the onset there's technological hurdles. It doesn't work for some reason, the drivers not there, who knows why that happens. The video doesn't play the networks not on or the Internet's off for five minutes but it's at the point where you were going to get that. So I've become very good at downloading everything and having it all so you don't rely on the Internet now. Which is a bit of a shame because sometimes kids would say – and even to the point now if a kid said oh that instrument for example in GCSE music band series instruments that comes up and I'd show them an image but you just couldn't get a result back. So now I know I would download it earlier. So as a resource, if you rely on it then yeah it affects my pace. Dance Ejay- that's one of the things, it will crash 7, 8 times , no exaggeration at the start of the lesson while I'm actually showing the kids how to use it so I try and make the lessons avoid reliance because It's too much of a risk. You can lose the kids, that's the problems isn't it? It's the same if your white board pen stops working that can cause chaos something dead simple like that.
D: What do the children use I.T for?
P: There's three main parts, they use music software. They use Sibelius which is excellent when it works, it could be everyone using that for GCSE music. It enables kids to be able to write music that there's no way on earth they could do by hand. They can write it down, they can hear it they can change it and you can teach them lots of techniques. It enables, it's got that can do sort of thing. Dance Ejay the same thing. Kids who think they couldn't compose anything think they're master composers even though the software does it for them. That's where computers are really good where you get a bit of software that makes people go wow, I didn't know I could do that and I can and that's when you think wow they're really valid and valuable . One of the less valuable things on them is research tasks coz it's a bit of a filler. I think you can end up going well research on this, Powerpoint this. I mean I do do that, Discover does an awful lot of that. I think that's something to move quite far away from or even teaching skills of how to research properly because they don't know how to do it. I don't think anybody's ever sat and gone right come to the front, this is Google, if you want to search or eliminate this term you put. They don't know how to do any of that and they just type random stuff in and occasionally come upon the right one. So maybe there's something to be said for teaching kids how to actually research properly.
D: Have you found the things like Bluescreen and stuff works as a stimulus?
P: It's great in Discover. Yeah they love it, the creativity is excellent. The negative part of that then is the actual having somebody who is willing to sit and make it. But that as a teaching and learning thing is brilliant because it can be used in loads of subjects.
D: I know you are very much a self-taught guy buy have you had any CPD?
P: I do take issue with the ICT CPD. In lessons you differentiate stuff so you've got your very able kids pushed, your weaker kids etc. but there's just a level. I know there's plenty of reasons for it but I go in and I know it all and I think well maybe you could teach me something new but I have yet go in and felt oh wow I've really learnt something . The pace is set at the slowest person in the room which when it comes to IT skills in the school then variation is massive.
D: But haven't you delivered some CPD?
P: Yeah I've done some.
D: So it's trying to get somebody with a higher level of skill to share stuff?
P: You want to be taught stuff that you don't know. You don't want to sit for an hour being taught stuff that you know or being given a task that's explained in such a way that it'll take you 5 minutes but will take somebody else 50 minutes but you've got to sit through the 50 minutes.
D: Do you think ICT has been transformational? Pre BSF and post BSF.
P: Well, pre BSF rightly or wrongly the IT then we were allowed to do pretty much what we wanted with it and it was very open. I could install programs and because of that and because I knew what I was doing it was better coz I could get stuff that I knew the kids liked, set it up exactly so it worked. Now for a member of staff who isn't very good with computers I'd imagine it would have been worse because they would have said well really the computers just had what was on and I couldn't do anything. So its context I guess, it's based on your situation. So for music pre BSF we were actually further ahead than we were now. That being said there are some things that work slightly better I

guess, the school email is sort of a step in right direction but there's not much policy on the use of it but you can see some movement forward with that. Has it transformed teaching and learning? I don't think IT is a thing to transform teaching and learning, I think teachers do that. I think IT is literally is a tool to do a job. Can it make your job easier? Can it allow the kids to do things better? If so great, if it can't then stick to what you were doing before. I think there's too much sort of– it's magic. We'll stick computers in and everybody's learning better, but are they? If we actually dig into the learning do they learn anything more than they did before?
D: I think it could be different but there is a difference between it being deemed different and enabled in some places and transformational.
P: It hasn't transformed teaching and learning. Teaching and learning is just this thing that gets better sometimes, gets worse sometimes but it's the same thing. Everybody learns in the same way, good teachers teach in the same way. Even a teacher who knows IT in a room with IT will teach really well but if they're still a good teacher they'll teach within the four walls with paper and pen.
D: Do you communicate with colleagues and pupils?
P: Colleagues, has it improved the way you communicate with colleagues, no. It's very bad emailing people. It's very much like the first bulletin board systems when there was forums and people thought they could just say what they want and even now people put comments that they would never say in real life. People are a different person sat behind a computer typing it to what they are in real life and there's that level in school where it causes all sorts of friction where it's much easier sometimes just to see someone and say can you do this. There's been quite I lot I think with communication with colleagues of people using it as an accountability measure- I've sent an email , there's a record as if it's some sort of legal document. For colleagues, colleagues aren't using it right.
D: Is that like the blanket emails?
P: Yeah like, "Can you send Jordan if you're teaching him". On the flip side of that people do that because it's not easy enough to be able to just find the person. There's IT to be held accountable for some of that because if I for example have kids doing a peri lesson, I should be able to just type in and all of a sudden there's the staff email of whose teaching him. It should be so easy, that could be so slick. There's ways around it. Colleagues know it's terrible to communicate with pupils on email, it's crazy. I don't understand why anybody would do that. Even when they're at home.
D: Do you not email the kids work?
P: No. I think you verbally tell them the work. I don't see emailing them as, I know it's the way they communicate but I don't see. I think you pay to actually have interaction or else why else are we even coming to work.
D: What about VLEs?
P: Parents very good I think, that's the one use either emails use effectively and it's been good for me. At first I was quite taken aback by parents from my GCSE class, how's such and such. But it's been quite good. That level of interaction with parents email works really well actually.
D: So what about VLEs and things? And communicating with children that way, sort of posting work?
P: If I've got a computer per child in a lesson and they're all sitting behind a computer and that's what they do in each lesson, VLE brilliant. Although it does amuse me the term virtual learning environment, we're in a real learning environment. The whole point of a virtual learning environment was that somebody who isn't in a school should actually learn and we're like forcing a virtual, were forcing this virtual thing and it doesn't quite add up to me. The VLE for me is completely in every way pointless. I wouldn't use it because I think it would distract from the teaching and learning. I can't see how it's any better than me sitting with a kid, talking , discussing the homework, have you got any problems, here's some guide sheets because some skills in life are going to be that you need to remember stuff , that you don't have something pinning up all the time. Kids do need to learn some of these normal skills.
D: You could communicate with parents via the VLE in the sense that they could know what their kids were doing. If one of the kids says I haven't got any homework, parents could know.
P: Is that useful?
D: I dunno I'm asking you.
P: Is it better, is it worse or is it the same? I would say at the very most it's the same but definitely I can't see how it's much better than actually communicating verbally with people and me phoning

parents up and going just to let you know I gave him homework. That's gotta be better than me on the VLE. It's taking a level of communication out.
D: Dehumanising.
P: Yeah a little bit.
D: What are your thoughts on the ICT provision that's been managed by our provider?
P: I think managed service, no managed service; I don't know how much difference that makes. I think the main thing with IT is it has to be used acentric, I think that's where we're wrong. I think the end user is being missed out of the equation, that's where I've seen things gone wrong. Here's some new stuff, oh it's alright but it's not exactly what I would have wanted. Oh right you're winging. A good example is screens that we draw on. Now I had the old thing where you stood and got blinded all day long but if I'd been given a test of that, do you think that's better than what we're using now, the answer would have definitely been no way. It's nowhere near as good for writing music on, you just can't use it, it doesn't work very well. So the end user, the staff first then actually the pupils are the people who are in the equation somewhere but not being asked. The communication, what are your needs. Now not everyone knows what their IT needs are, in fact if you ask people they'll say I want something that's going to have blue lights, that's gonna make my coffee but there needs to be a level of what are the main things you do. Here's a system we are thinking of, do you think that would work for you. Have a go before the commitment.
D: So was far too focused on what the provider could provide rather than what the end user wanted?
P: Than what you needed and it's not a one thing fits all. For some staff in the school a tablet might be great, for some staff it might be fixed machines . I don't think you can do one size fits all when it comes to even the hardware.
D: That was the installation then, what about its flexibility or response over time?
P: When Steve worked here it was the last time I was ever asked about what do you really need, this is what we're thinking, this is what we could do. After that there's been very little other than I guess when I've put my feedback surveys in and flagged this this and this and then reasons and excuses instead of solutions. Now you don't expect if you list twenty problems for them all to be solved but you hope they come back and say we have fixed that one, but there hasn't even been that has they? The amount of things I've listed, the basic stuff, the size of the font on the register for staff it's too small. There's no real accessibility features on a lot of it which surprises me. There's a lot of things have been missed, it's the user interface it's not intuitive is it? A good example is the register, dead simple. Has anyone actually come in and sat with a member of the staff doing the register who designed that?
D: I've said that.
P: They would say, hold on this is crazy. That needs to come on straight away and what do you normally do on it. We've sort of gone the Microsoft approach, Microsoft word. Millions of features most people use 2%, the other approach is to go do 100% of the features that only 90% of people use and just have it simple. The register is only to say whether someone is in or off, I don't need to do anything else on that. I just need that to stay on and never go off. In fact virtually to the point where you think a tiny rubbishy little computer that had that on would almost be better and it's always on coz you need to do it. That would make things so much simpler instead we can do a million options, we can click on this, you don't click on reports if you want to do reports, you click on something else. There's so much of it counter intuitive where computing now, when it works it makes you smile but I never have that experience with what we've got and it's frustrating to the point where I'm paying for an internet connection and my own laptop to get work done. And that's a crazy situation with money that's spent; it's been hard to keep up. What has changed is the whole way computers work and five years ago they didn't work, there were things that you wrestled with, but now they do work, they work well and they tend to do what they do really well. But we're not there yet, were on this old, but actually we are at a point in computing where computing works right and it works generally well. Then it's frustrating for the kids because they are there with all their stuff and actually they're the ones who've become much more aware. They think the computers are rubbish because they've got better stuff themselves. So it's been hard to keep up with the change in thinking.
D: What are the best aspects of using IT for you?
P: When it works well and it's working its great where it can enable kids to do things that there's no way on earth they could do without them.

D: Like composing music?
P: Yeah composing music. And if you saw Dance Ejay, they sit down on it and the smiles and the wow have you heard what I've made, but the frustration when it crashes and losing it. So when it works, I guess that's the key, it has to work and do the thing that you want it to do.
D: And what would make it better?
P: Involving the people who use them, will that work for what you want. More communication, more transparency. For example if I say to you I need some new computers, is there a list that goes on? It feels from my point of view random. I feel like I don't know how that is being dealt with. There's a lot of understanding of saying look you can't have exactly what you want, but there needs to be a level of communication. If you got about that people would feel happy.
D: It's the expense of keeping up with.
P: One of the key areas that you'll save money on of upgrading the old computers is energy efficiency. You'd save an absolute fortune. It's about the kids and are they getting a good deal. The kids are much more aware now than they ever have been.

P5.4 IIT Student Interviews

I have included the transcript from meetings with 4 Initial Teacher Training cohorts. The came from four local HE institution placed in a full range of curriculum areas.

P5.4.1 ITT Questions

1. General introduction about their base institution, subject area a TP experience
2. How would you summarise your use of ICT in your teaching?
3. What key devices and or software do you use most and why?
4. Does the ICT make a difference? Can you give examples?
5. Can you give an example of best practice?
6. Do you consider yourself a digital native (explain context)?
7. How well do you think the ITT programme prepared you for the use of ICT?

P6.1.2 ITT Group 1: Transcript

ITT_1 January 2011
DH: BSF cancelled Building Schools for the Future. Education change is slow nowadays. IT is supposed to transform Teaching and Learning.
What are your perceptions, with you being the generation teachers? Are you well equipped? Have you been given the right skills, or even just philosophically? Tell me something about you, your subject and your Institution?
S1: My Institution is Northumbria University and I do Art & Design. In terms of IT, my university has provided adequate training on computer software. Perhaps programs specifically to Art could have been covered more; such as Photoshop and Mino (3D modelling software). In terms of classroom management and what I use in the classroom; I use PowerPoint a lot to put the learning objectives on the board. I also use Word to prepare my lesson plans.

S2: My Institution is Sunderland University and I am teaching Maths. I don't think Sunderland have done that much in help wise; I have learned more being here.
DH: Is that because you see it being used a lot?
S2: Because I use it every day; in every lesson. It's used in the classroom; therefore you get a hands-on experience, whereas at university they glossed over it, but presume you have an in-depth knowledge about what to expect in a classroom. When you get into a school your level of IT that's expected in a classroom is a given. It's obviously going to change from school-to-school. (4.23)
DH: You've come into the school with the expectation that you can cope with that?
S2: Yeah. There has been a point raised when we had to give feedback to the university - that most of the Maths students said – that we would like training in interactive whiteboard software. It's something that you put into a school and the staff in school expecting you to be able to use it, and not ever coming across a whiteboard before.
DH: There are whiteboards in your University and there are Smartboard in most of the lecture theatres?
S2: Yeah.
DH: Are your lecturers a lot older than you? And they are not a part of this digital generation?
S2: Yes
DH: Some pupils know which teachers are good/bad with ICT. They gladly would like to help those that lack the skills. Do you have the same perception about your lecturing staff that make not have the skills themselves? (5.50)
S2: Yeah they do a nice fancy PowerPoint to do lectures too, but sometimes you get the impression if there was a disaster they wouldn't know how to fix it. They wouldn't know what to do if the computer didn't do what they'd be taught.
DH: But if you taught a lesson and used a PowerPoint presentation you'd fail in practice? You'd get less in observation which would be satisfactory?
S2: Yeah
DH: In an Art lesson – this is how you use IT to make a lesson better. Have you ever had that practical instruction?
S1: Partly yeah.
DH: What about Science? (8.11)
S3: I'm from Sunderland University. I suppose we do use ICT in Science. Obviously there's PowerPoint and Word, but we also use video clips from experiments that would be really hard to explain/set up in a classroom. It would last 3 minutes and you could show them that – which is a good thing. Sometimes it's a bad thing as well – it takes you away from being hands on. But for Francium – burning – you couldn't do that in a classroom.
We didn't get any IT training at all at Sunderland University. We asked for Whiteboard training and we were told we would get it this year – or to go see a technician and they'll give you some.
DH: It's like being taught how to drive without learning the controls? It's no good is it?
S3: A group of us, booked out own room to familiarise ourselves with the Whiteboard. But it isn't the same as being told "this does this, that does that". They do assume you know everything about IT I'm okay with IT because I used it at work, but another lady didn't know how to use PowerPoint or any IT and she's really struggled in school. The school just assumes that she would know everything. So she's had to learn how to teach and how to use IT at the same time. (9.58)
S4: I'm from Sunderland University and I teach IT. It's assumed I should know everything but I don't know how to use the Interactive Whiteboard. We've not been given any training equipment that'd be used in a classroom; like the Interactive Whiteboard and also Starboard that you use in Maths. We had subject knowledge enhancements on Dreamweaver and Photoshop. But on a while we should know how everything works and how to teach it. It is assumed that because we're from an IT background we know how to use every bit of software – which isn't true. I do Multimedia for my degree so I know about website design so I don't know about databases and spreadsheets. (12.40)
DH: Using IT in IT lesson is the same as using IT in a Maths lesson. Your teacher can teach you how to use a spreadsheet but how do you use the IT to teach the kids how to use a spreadsheet.
S4: Normally when I'm teaching – we weren't really shown any ways of teaching like that, but I have seen the software that you can record.
DH: You need to be shown...

S5: I'm from Sunderland University as well, but I can't say anything on top of what the other IT student has said.
DH: How much are you using IT?
S1: Every lesson.
S2: Every lesson.
S3: Every lesson.
S4: Every lesson.
S5: Every lesson.
DH: What types of IT do you use the most?
S1: PowerPoint, Word and Photoshop.
S2: PowerPoint, Starboard and My Maths – because you bring up games for the kids to do online.
S3: PowerPoint Word, Active Teach, videos and Vote pad. I also use the time/clock on the Whiteboard and Rotator.
S4: Microsoft Office, Google, Online resources and we use Adobe quite a lot.
S5: The same as S4 but I use the projector as well. (16.26)
DH: Take it away, is there a difference?
S5: A big difference.
S4: Yeah.
DH:
S4: The pupils come in and expect to use the computers. If you had a lesson which meant them using the computers for 5/10 minutes at the end – you have kids asking "why are we not on the computers?"
DH: Do you think it makes a difference?
S3: I think it makes a huge difference. I use PowerPoint every lesson, because everybody sees the same thing at the same time. You can even leave it up during the lesson, on the board so they have instructions to look at.
S2: I think it does make a difference, mainly in Maths. If I didn't have the ability to get rid of it quickly and bring something else up – where I would have to get the kids to sit for 5 minutes while I clean the board.
S1: I find IT extremely beneficial in my lessons. PowerPoint, yes it's great to put the aims and learning objectives on the board. Also I use a timer so it keeps the pace of the lesson, so they have an amount of time to do a certain activity. In terms of Art and Design it's beneficial to have the IT software there, because you can manipulate imagery.
DH: What about the notion of looking at other artists work?
S1: yep, when you're looking at other artists work – you can use Google because obviously it's quicker than going to a library. When you're looking at contemporary art there's nowhere better than using the internet. You don't have to look through books that were there 15 years ago. (18.42)
DH: Can you give an example when IT worked for you?
S5: We started a new module last week about performing calculations and formulas on Excel. Actually showing them "this is what happens when you do this, but if you do it wrong, it'll look like this".
DH: You're showing them things that work, and those that don't?
S5: Yeah.
S4: I use demonstrations; I do them on the screen and get the kids to do them. I go through bit by bit; what I want them to do and how to do it. I repeat the steps a few times and hopefully they pick it up as we go along.
S3: The Name Generator. I found that I was asking the same people with their hands up all the time, so it's just a random choice.
DH: If you haven't got it, it's a good piece of software to get.
S2: Starboard.
DH: Do you ever keep the sheets?
S2: I have them printed so that I can see them. I prep before the lesson as well. It's really helpful for my Year 10 lesson because they tend to get really off-task and take ages putting up answers. This way I can have this is there – this is the questions – and this is the answers. I can also run through examples.

DH: Have you taught yourself that? Has the teaching practice taught you that or have you taught yourself?
S2: I've watched the teaching staff here do it.
DH: Would you say that the experience through being in those classrooms with IT, has given you a better incite on how to use IT in classrooms?
S2: Yes.
DH: Which you haven't at University?
S2: No. (21.09)
DH: Do you feel that University has the capacity to get you, where you are now?
S2: Not with the ability that the lecturers have right at this minute.
DH: You have got the skills? You can do it? You could do it? You're willing to do it? With the right environment you can do it.
S2: I think it would be fine if our generation who is then teaching teachers by then.
DH: But what chance are you going to have to go back to University and show folks what you've done?
S2: Probably very, very small.
DH: Where was it best for you?
S1: PowerPoint; I can lead discussion around it. I can get artists on the board, some start activities that are easy to do. I can perhaps have anagrams on the board and find different parts of the artists work.
DH: Those are the things you should have been taught before you came here, not learning them while you're here.
S2: I don't know about anyone else but in Maths, when we have sessions as a group you're given ideas about what you can do in lessons – working in a class with the teacher talking – and it's not really the best how you can use IT. It's not "you could put this on the Whiteboard". It's all about using activities that have nothing to do with IT.
S3: I suppose they have said "you can do this, this and this" but it's all been very vague and rushed over. There was nothing looked into. It was "Go find it out for yourself."
DH: Do you think your lecturers make the assumptions about your ability to use IT in a classroom?
S2: Yes
S3: Definitely.
S1: I don't think so, when we came for interviews we had to write out where we thought our levels were, so the University understood how much knowledge we had/didn't have and they catered for that in the course. I would say it hasn't anything to do with the University but has to do with my lecturer. (25.25)
DH: So individually?
S1: Yeah
DH: Do you think your PGCE courses have prepared you for using IT in teaching? (26.20)
S2: No
S3: No
S1: Year maybe, to an extent.
S5: I think mine has because I was doing the BA Hons course, not PGCE, but throughout the course they have prepared us for the use of IT.
DH: Skill with programs? Skill with delivery? Skill in the classroom?
S5: more subject content.
DH: If you had any advice to give to your PGCE management (course lecturers) what would you ask them to do? What advice would you take back? (27.58)
S1: They could improve by providing workshops where we engaged more, working for an entire day in teams. It'd be a real life scenario to help understand all forms of ICT and shown exactly where it could be built into lessons. May different ways. It shows good practice. (28.30)
S2: That they themselves up their own IT knowledge in order to give us some because I think thats the reason it isn't covered. They don't have the skills or confidence to teach us. Make sure they have the knowledge to explain to us. (30.19)
S3: To maybe have a lecture on ICT and the equipment that we use, because we've had so many lectures that seem to repeat themselves. They weren't any use whatsoever. I think if we had a lecture on using Whiteboards – would be much more beneficial to us. (31.14)

S4: I would say not to just assume that because we teach ICT doesn't mean we know how to use every piece of technology. I don't think I know the first thing about teaching on the Interactive Whiteboard without having some kind of lesson/training on it. (31.30)
S5: I'll go back on what I've said before – we've been trained how to use these different tools like whiteboards and overhead projectors – we knew how to use the tools. (31.45)
Time total: 6 hours

P6.1.2 ITT Group 2: Transcript

ITT 2 October 2011

DH Can you tell me the name of your institution and of course you're a
ITT Sunderland ICT, Sunderland ICT
ITT Sunderland maths, Northumbria DT, English Durham, Maths Sunderland
DH Second practice how much ICT can use in your teaching
ITT Every lesson, all the time, preparation and during the lesson
DH Is that ICT is asking kids to pay attention or is it interactive?
ITT its starboard so it's interactive presenting questions, I tend to run my lessons through a PowerPoint so they can follow lesson through my instruction and I also started using video clips so I can engage them they seem to enjoy it.
ITT I used online countdown timers with this being a practical lesson in their great and I have always got things on the board so even though it's a practical subject there are always things on the screen
DH So you only have one device in your classroom
What about when the kids are a device of their own? What do the kids do
ITT While I got RM Tutor that's great you can lock it and in this that's great
DH What about the positive things?
ITT I haven't learnt all the bits in terms of sharing I am using it more for monitoring. For health and social care needs in coursework using publisher PowerPoint and Word Internet anything we can get them using.
ITT Yes I'm using PowerPoint and sometimes the starboard but what I am finding the most frustrating is the screen has been put over the top of the whiteboard and it would be nice to have the opportunity to put something on the screen and be able to write on the able to write on the whiteboard.
DH That layout was staff choice and is space issue some rooms are tight.
ITT In my first practice I had an interactive board and I could put my objectives in the top corner with my PowerPoint presentation in three quarters of it and I could write on it but I found it still wasn't enough because the software didn't catch up so it was more of a hindrance and if you haven't calibrated your pen.
DH This is an issue about sustainability as those installations in your classroom where quite inexpensive because those screens are about as low-tech as you can get and me interactive boards very expensive so some teachers would have been sharing
6.05
DH What sort of software are you using
ITT Every day I use PowerPoint and one other of the Microsoft applications for these students to work and for myself.
ITT I can mimic the same thing for myself Microsoft PowerPoint everyday on network shared drives to share resources we can pull up and use things. I use Adobe products such as Flash player when we are doing the media parts.
ITT It is i amazing some of the things that the students can do on them, its good that they can use such professional products so if they go to work they are already there so they can use them.
DH What do you use the most I think you answered my question
DH We use the starboard software because you can draw the shapes are and stuff with a background of squares so it's just a lot easier.
ITT We use a lot of PowerPoint to put our lessons across but we use specialist software for example and when we are doing spreadsheets we would use Excel.

DH Does the ICT making a difference if you took it out is it making a difference to the way you teach the way the kids learn?
ITT Absolutely. My last placement did not have any ICT and this is a huge improvement I can prepare stuff to be ready so when the kids are in there is a starter question already up because you haven't to write it out its time-saving as well I think it makes a big impact
ITT Absolutely I would be lost without ICT in my lessons it provides a structure
ITT I would agree I don't know any different really
ITT I think a nice bit about it is makes ICT and every day part of life for the kids and they see you using PowerPoint and different technologies so it just becomes normal to them rather than being strange or alien. I mean I don't know who teaches them to use PowerPoint in school what they have done a very good job because the first thing any kid can do when they get near a computer is in a very good PowerPoint presentation
DH primary schools do a very big job and now and their skills are better than some of the staff
11.29
DH You are bridging that gap
ITT it means everything to us I've been taught ICT without having a computer.
DH Can you give an example of where it makes a difference to you?
ITT I think it's the interactiveness for my year 10 and 11 we have exam papers that we can put on the whiteboard and right over it which means I'm not having to produce loads of copies of the same paper I can put it on the board and they can answer it and I can give the solutions space and I don't have to waste paper
ITT Planning and preparation using a video clip when the pupils were writing a poem about the Japanese tsunami I showed them a clip and they got so much from that sort without it there work would not have been up to that standard. So the stimulus is up-to-date
DH So it is it about real-time re-sources as it happened on the Friday and I prepared this lesson for the Monday so it was current
DH it's the same in pastoral groups in the morning where we have done different things with news with live news feeds from News 24 so we can have a discussion about what's happening now
DH Does that give lessons in contemporary edge
ITT My pupils are going to film their own instructional video on how to use a certain bit of kit. They have to research but I been able to assure them a video clip of people doing the same thing. Although I don't know how they are going to edit it yet.
ITT It's interactive as well is movie maker it's as simple as well and on every computer.
ITT We are looking at the problem and doing a crime scene thing so if I could use a video that would be brilliant.
20.09
DH Have you got a particular example in maths when things have gone well?
ITT I think it's particularly useful to be able to share resources across different class groups because similar topics come up across your groups so you can adapt and use things with single one group and then with the another group saw it saves you time
DH So does it make your life more productive
ITT Maths resources are organised by topic rather than by year. So there is a scheme of work by year and there is a lesson plan for each topic for Key stage three or stage four that is in files or folders.
ITT Apart from the fact of having all of the resources ready I can switch between lessons as well by just clicking on different folders and there you are straight away ready for the next class. And the fact that you don't have to use paper any more you can be proactive and green.
DH As digital natives do you feel confident with IT, do you have any skills gaps?
ITT No computer wise I feel very confident with what we teach the students put my issues are the video and gaming technology that's the bit where I fear I have no idea.
DH But we are getting loads of consent about your confidence with computers.
DH Do you think your lecturers made assumptions did they assume you were good with IT? Did they even broach the subject?

Did they know you were going to come across teaching and learning environments that were ICT rich?
ITT Yes they did assume that are being that age we are we would be comfortable with using computers but the age of my lecturers I don't think they understand the resources that schools have now like interactive whiteboards. I have had one morning session using ICT in English in a one-year course that's three hours.
DH And that was it like?
ITT It was good it was about how children could use ICT to do their work with a few exciting ways.
ITT We had to do some sort of paper audit but it was never followed through.
DHYou all have to pass this competency tests don't you
ITT yes, like and can write an e-mail, I can attach a document
ITT laughter dot dot dot dot dot modify an excel sheet
ITTI can't recall any training in how to use ICT.
ITT we were taught how to use a graphical application such as auto graph if you people didn't mention the use of interative whiteboards so they did show us how to use the whiteboards but for some reason the only thing they taught us was to come up and write something on the board and that was it. We did not actually do anything else.
ITT I don't think we have had any and we are IT students they just make an assumption that we ignore everything.
ITT They have made an attempt to improve our subject knowledge but none of it could be used in a high school.
DH Are your lecturers are just running lectures with PowerPoint?
ITT Not even that, well in lecture yes but not in subject groups.
ITT Only to go through policy and procedure about what is expected of you as a teacher. H&S, E safety, policy and procedure.
DH So nothing so nothing about injecting pace into lessons.
ITT No nothing like that nothing of the methodology that the teaching.
ITT No not in my here either I'm very interested to hear how you would do that.
31.33
31.52
DH So are you saying there is a bit of a hole in your ICT delivery, could you have been better prepared?
ITT I would say they use the IT. These lectures we had they use PowerPoint and interactive board but they don't particularly teach us how to use it. The exception to that was I did the? Course before before the PGCE in the subject knowledge enhancement and they did make a point to try and cover some of those things in more detail and they tried to give us more opportunities to do presentations ourselves and use the interactive tools is and as there was a bit more time we could focus on developing those skills more.
DH So what have you been through a sample lesson illustrating the good use of ICT?
ITT General reply of no.
ITT I'm on a scit? Scheme (ask Moria) so we spent a lot of time in school with teachers in their classrooms at different schools have different technologies. So you are in one way it's a whiteboard they are projecting on they haven't even got a screen.
Dh So do you think having been here are your skills in this area have improved? Do you have a better understanding of the use of ICT?
DH I think I learned more because of the software have on your systems. You have the newer versions of all the products and I have had to learn my way around all the menu system is.
DH Because the environment is more ICT rich do you think you are more confident in using ICT in teaching? Is it impossible to do in a lecture environment or do you have to be in a school like this to do it.
ITT The problem is technology in each school is so different so I have had to learning new skills coming here so if every school had the same system it would be much easier and they could teach it to you. That's probably why they don't teach it to you because you're going to have to learn the system you end up with.

DH Systems aside with all its that notion of interactivity, even a PowerPoint presentation driving the pace.
ITT I don't think the university prepares you for that, and ICT can be very interesting but it can also fall flat same as every other subject. We have not been taught the best way to deliver ICT or even use of ICT.
DH So has the course prepared to for an ICT rich environment? I am getting the feeling it hasn't and that's largely because the stuff you have the same as the staff here in their 40s and 50s who struggle with the technology in their own classrooms saw thereby they are hardly likely to embark on telling you how to use ICT if they can't do it themselves. They resort back to their comfort blanket which is the way they used to do it. So if you are going to give them some advice what would it be. Or you know you're going to a school that has ICT rich what advice would you have liked before you got here. Would you have liked some experience of a lesson using ICT?
ITT Yes it could have given us a mock lesson pretending we were the pupils, possibly a bottom set, showing us how to use ICT interactively.
DH Do you always work with you with the a computer or do you have a classroom where the pupils have computers to?
ITT Yes but only for one lesson.
ITT I use it (computer suite) for my food and health and social care lessons.
DH So has anybody in your food Department talked about when pupils have a computer to work at all or has always just be about a food room?
ITT Yes just about the food room
DH Not about the way ICT to support the teaching of food?
ITT No there is loads you can do with food.
ITT The schools we have been in for curriculum studies did not have it so its never really come up.
DH How about putting a lesson together using ICT and taking it back to college and showing people what you have done?
IT Yes I think it's about interactivity with pupils as you can get pupils to come to the front of and work with you.
DH That's where the visualisers coming good for showing work I use them all the time.
ITT The excellent for use in food.
ITT I haven't seen these.
ITT They are used all the time in English.
DH So are the flip cameras they're so easy to use just make the video and plug them in
ITT I could use those in English
There followed an impromptu training session on the use of the flip cameras.
I have a camcorder from uni and we've been pushed down that way, but it's not as simple as that.

P6.1.3 ITT Group 3: Transcript

ITT 3: Transcribed by NVQ2: April 2012

T: When I was doing GCSE ICT I was only taught the basics like what RAM was, what does RAM mean, what's computer memory, what's a hard drive and how does it work. Simple things like that. We were taught little bits on spreadsheets, little bits on database but so little that it was just making a grid. I don't think I can even remember, maybe to the latter part of school, doing a couple of formulas. But that was about it.
DH: Can you tell me your subject and the institution you are from?
T: I'm from Sunderland University and I'm doing ICT.
T: I'm from Sunderland University doing ICT.
T: I'm from Sunderland University doing Maths.
T: I'm from Northumbria University doing DT.
T: I'm from Durham University doing English.

T: I'm from Sunderland University doing Maths.
DH: How much ICT are you using in your teaching practices?
T: Every lesson, all the time. In preparation and during the lesson.
DH: Is that the sort of I.T that's asking the kids to pay attention or is it interactive?
T: It's the starboard, so it's interactive. Presenting questions and answers.
T: For me, I tend to deliver my lessons through PowerPoint so the children follow the lesson both by my instructions and the instructions displayed on PowerPoint. But I've also started using video clips in lessons which gets them engaged, they really enjoy using that.
T: Same here, I've used videos today and I use online Countdown timers. Being a practical lesson they're great and I've always got things on the board, even if it's a practical subject there's bits on there.
DH: What do the kids do when they have their own device to use?
T: Well I have RM tutor, that's great; you can lock them all and unlock them.
DH: What about positive use?
T: I haven't learnt all of the bits in terms of sharing things with them, but I am using it more for monitoring at the minute.
DH: And what are the kids doing?
T: Well it depends what subject I am teaching. With health and social care which is what I teach, they have coursework. So they are working towards that.
DH: Is that largely in Word and Publisher?
T: Publisher, PowerPoint, Word, Internet, all sorts. Anything we can get them using.
T: We sometimes use PowerPoint, often the starboard. What I find frustrating about most of the classrooms is that the screen of the projector has been put over the top of the whiteboard and it would be nice to have the opportunity to have something on the screen and then to be able to write on the white board.
DH: We gave staff the choice- it's a lot about space.
T: So why don't you go for interactive white board? That would cover the computer use and writing on it.
DH: They were too expensive and at the time there was an issue about eye sight. So the starboards were the best solution at the time.
T: Talking about interactive boards, in my last placement that's what I used. The actual ones that I had , when I displayed my PowerPoint presentations , I could separate the board , so I had the top corner with my objectives from a PowerPoint and then I used more or less three quarters of it and I could write on it then. But I found that it still wasn't enough because the software didn't always catch up. It was sometimes being more of a hindrance to my lesson.
DH: It's about sustainability as well. What sort of things are you using, in terms of I.T?
T: I use PowerPoint everyday to deliver the lesson. I also use one of the Microsoft Office applications for the students to work on and for myself.
T: I am the same; I use PowerPoint, any of the Microsoft Office products more or less on an everyday basis. I use PowerPoint everyday to get my lesson across. We also use the network shared drive as we use resources from there. We use Adobe, I use Flash player a couple of times a week when we're doing all of the media parts.
T: It's amazing some of the things students can do on Adobe.
T: Plus, I think that's what the pupils are used to. I think half of them use those products at home.
DH: What do you use the most? Is it the starboard software?
T: I actually don't use that one.
DH: Well you are in the sense you are using a projector as it's still coming from the board.
T: It's useful in Maths as obviously you can do the questions and draw the shapes and have a grid and stuff on it which is a lot easier than using a white board.
T: We use a lot of PowerPoint to put our lessons across, but when we are teaching an individual subject, for example spreadsheets, we use both PowerPoint and Microsoft Excel equally. I always use PowerPoint though.
DH: Do you think it makes a difference to the way you teach and the way the kids learn?

T: Absolutely. In my last placement there wasn't any I.T and it has been a huge improvement. I can prepare more stuff to be ready so when the kids are in there is a starter question already up instead of having to write it out. It's time saving.
DH: It's very rare we have someone who has come from absolutely nothing to something!
T: I would be absolutely lost without I.T in my lessons. It provides a structure.
T: I think the nice thing about it is it makes I.T a part of the everyday life for kids. They see you using PowerPoint and different technologies and it just becomes normal to them. Not something that is strange and alien. I'm not sure who has taught the kids how to use PowerPoint in the school but they have done a good job because as soon as they get near a computer they seem to be able to make a PowerPoint presentation.
DH: Some kids PowerPoint skills are now better than some of the teachers at this school! They are itching to help staff too.
T: I have been taught ICT without the teacher having a computer, but me having one. Just having a white board and an Excel template drawn on there. When I was in my secondary school we used to have floppy disks which would run the program because it was before Microsoft Office first came out. They had basic software on the machines, all individual not networked. I had separate floppy disks for work on Word, Access, Excel and a separate one with the software on which I had to load up first.
DH: Can you give an example of where I.T really makes a difference to you?
T: The interacting with my Year 10s and 11s. We have exam papers, so being able to input an exam paper from word onto starboard and then being able to write over it means I do not have to produce lots of copies of the same paper.
T: Again my planning and preparation. I was using a video clip in one of my lessons last week when the children were writing a poem about the Japanese Tsunami. I showed them a clip and they got so much from that. It showed in their work and without that clip it wouldn't have been up to that kind of standard I wanted it to be.
DH: People are using current things such as video clips rather than historically out of text books. It's real time resources helping stimulate the kids.
T: Absolutely and stimulating the kids. Obviously it had happened on the Friday and I had prepared the lesson for the Tuesday, so it was current.
T: It's also the same in pastoral, things in the morning when we are in our form groups. I'm with the Year 7s who are quite open to all the change in what's happening, but we have done different things with news. We have had live news feeds from News 24 online so they can see what's happening now and we can have a discussion with them in the morning but it's not necessarily an I.T lesson.
DH: So it's potentially giving your lessons a contemporary edge? Can you think of any examples?
T: My pupils have been looking at videos on the computer already. They are going to film their own instructional video on Friday, on how to use a certain bit of kit. So they've been researching and I have been able to show them videos of other people doing the same thing.
DH: How are they going to edit it?
T: I don't know, I haven't worked that bit yet! We might have to go to I.T.
DH: Moviemaker. It's one piece of software we don't use enough and the kids are fab at it. I want to get away from the PowerPoints, Excels and Word stuff.
T: It's interactive as well because it can change second by second. It's like full video editing but in an easy way with simple buttons.
T: Is it on every computer?
T: Yeah, every computer.
DH: The aim could be to have the Year 7s using Moviemaker.
T: In my English lesson we are looking at the poem and we are going to do a crime scene police investigation on it and if I could use video that would be brilliant, so that would be something I will look into.
DH: Those flip cameras are fab- another thing which is under used in every department. Even in maths they could use them to video themselves solving a problem. Then play it back to show their mates. Can you think of an example in maths where things have gone really well with the use of I.T?
T: It's quite useful to be able to share resources across the department because often similar topics come up for each year so you can adapt resources you have used with one group and use them again with another group and it saves you time and planning.

T: They have a lesson plan for each topic for KS3 or KS4 so they split into folders.
DH: So you should be spending less time preparing resources and more time thinking about how you are going to use them.
T: Apart from having all of the resources ready, the fact that I can switch between lessons, all I need to do is click onto different folders in my area. There you are straight away, ready for the next class.
DH: So the classroom should be less cluttered!
T: The fact that you don't need to use the paper anymore, you can be more proactive and green.
DH: So you appear very confident with I.T, no skills gaps although things like video you probably need and we should organise those classes for everybody.
T: Computer-wise, of course I feel confident with I.T with what we teach the students and helping them get the most out of it. I think my areas like the video and the whole gaming technology, that's where I feel I have no idea about.
DH: Do you think that your lecturers made assumptions that you were good with I.T and did they prepare you for an I.T rich environment?
T: I think they definitely do just assume that being our age most of us can use the computer confidently. But with the age of my lecturers, I don't think they understand the resources schools have now, like the interactive white boards and things like that. I have had one morning session (in one year) of using ICT in English.
DH: How was it?
T: It was good; it was about how children could use it to do their work, a few exciting words stuff like that.
T: We had to do some paper audit which was never followed through. So do you think you can do this this and this.
T: I don't remember on the PGSE course having any direct training on I.T.
T: We got shown how to use a graphical application, the autograph. We got shown that and a few people did mention about the interactive white boards so they did show us how to do the white boards, but only to allow us to write something on the board! Nothing else.
T: I would say that they fully assume that we know everything that we are doing in ICT. They have made attempts to improve subject knowledge. But from that subject knowledge they have taught us, none of it could ever be used in high school because they are teaching us things that you get taught at degree level, like complex code structures and the inner workings of CPU in computers. Obviously I understand it because I have gone to University and done it, but even when the lecturers try teaching it to us they got it wrong.
DH: Are your lecturers just using PowerPoint to deliver their lectures?
T: Not even that. In lectures, yes but when you are in your subject groups it's not.
T: They have done for us, but they have talked more about what is expected of you as a teacher. So they have gone through health and safety, things like e-safety and bullying in school, just like policies and procedures really.
DH: So nobody has told you how to inject pace into a lesson?
T: No we never have anything like that.
DH: So nobody taught you, for example in a Maths lesson, if you had a white board and ICT how you could structure the lesson to generate pace? Because the issue of pace is crucial in terms of a good lesson.
T: No but I am very interested to hear how you could do that.
T: You delivered it to us yesterday and it seems exciting just you telling us how you were going through it and the interaction you had with your emails and phone and it was real time for all of the pupils coming through. I thought that would be a really good idea. In Uni we were told by one lecturer that pupil interaction has to be cut down a lot to write a lot, for example if a pupil comes to you saying they like your tie, you must respond by saying we don't need to talk about that now , it's not appropriate.
DH: OK well a place like this encourages the 'human' side of things and good interaction in any lesson. It's good for the children to talk about what they are doing, good or bad. So what you are saying is that there is a hole in terms of ICT use in your PGSE delivery and having come to a school like this you could have been better prepared?

T: I would say they use the I.T. In the lectures we have had they use PowerPoint and they use an interactive board but they don't particularly teach us how to use it. The exception to that I would say, I did a SKE course (Subject Knowledge Enhancement) before my PGSE and they did make a point of trying to cover some of those things in a bit more detail and they tried to give us opportunities to do presentations ourselves and use the interactive tools. So because of that bit more time we could focus on developing those skills.
DH: So nobody has seen, for example, a sample lesson, where the lecturer has been the teacher and you have been the kids and they have taken you through the good use of IT?
T: I'm on a skit?, so we spend a lot of time in school. We have curriculum studies so we get to be with teachers in their classrooms, but again different schools have different technology.
DH: Do you think having been here, you have a better understanding about the use of I.T and visual aiding?
T: I have learned newer skills being here with the software that you have on your systems because my last placement they had all the older versions of the Microsoft products and I think they were running window network. So when I have come here I have had to relearn all the new menu systems.
DH: Is it because of being here, in an I.T rich environment, you feel more confident using it in teaching?
T: Well the problem is that technology is so different in each school. I have had to learn new skills coming here because the starboard is quite different from that we have had in other places. Maybe if every school had the same system they could probably teach it to you. But maybe the reason they don't is because you are going to have to learn the system you end up with.
DH: Systems aside though, even without the interactive whiteboard; I think you can still use technology to inject pace into your lesson.
T: I don't think the University prepare you for that though because I.T can be very interesting but it can also fall flat very quickly, possibly the same with any other subject. But they have not taught us the best ways of delivering ICT.
DH: I think the PGSE courses are ignoring the fact that teaching and learning is different if the environment is ICT rich. If the ICT isn't there, you are back to books and paper and a white/black board. But if the technology is there and it's increasing in more and more schools. The question is has that course prepared you for an ICT rich environment? The feeling I am getting is that it hasn't and it's largely because the staff that you've got, that are lecturing to you, struggle with technology. So they are hardly going to embark upon telling you how to use it! They resort back to their comfort zone. If you were going to give them some advice, what would it be?
T: Like a mock lesson, pretending we were bottom set, what they would do to teach a bottom set using interactive white board and ICT.
DH: Have you ever taught in an I.T suite where the kids have their own computers?
T: I teach Maths in one of the computer rooms.
DH: What do the kids do?
T: I don't know, I only taught one lesson in there and didn't use the computers.
DH: In your food department do the kids use computers?
T: It's usually just the food room. The schools we have been in for curriculum studies didn't have I.T, so it's never really been considered.
T: I think it's important the interaction with pupils because with a board, you can get pupils to get up in front of the class and work with you.
DH: It's not about controlling the kids; it's about helping and working with them. Have you used the voting systems?
T: We could get some voting pads, do some quizzes.
T: That's sounds good because one of my year groups are doing a presentation of a magazine, so I want to do a competition to judge their own work.
DH: You can put it on the screen and the kids can vote.
T: Is it hard to set up?
DH: It was easy when I did the training 18 months ago! There are staff here who can use it and help you. Those flip cameras are fab too.
T: We used video cameras in my last placement, where I had to stream them via firewire and I had 30 pupils in my lesson, filming 2 minute individual videos, it was taking hours to do.

DH: (demonstrating how to use flip camera).

P6.1.4 ITT Group 4: Transcript

ITT_4: Transcribed by NVQ2. Nov 2012

DH: Give me the institution and course you are doing please.
T: From Sunderland University teaching Maths.
T: From Sunderland University teaching Maths.
T: From Sunderland University teaching ICT.
DH: How much are you using ICT in this current practice?
T: I use it a lot, I use the starboard software that the school has in every lesson and I also use PowerPoint, which I sometimes import into starboard so I use the two together. I use Microsoft Word in compiling worksheets, so it's pretty much integral to my teaching.
DH: So that's the lesson being driven by you from the board, giving the kids their tasks?
T: Yes, giving tasks and examples from the starboard so they can use their mini white boards to answer.
DH: Does using I.T give the lesson pace?
T: I think it does give the lesson pace because if you have a lot of questions on the starboard file, you can do an example and the students answer it, and the next one etc. and it keeps up the pace in terms of flicking through examples.
T: I'm pretty much quite similar. I use the starboard in every lesson, obviously that has enabled me to prepare files prior to the lesson so that the pace is kept up. There's no stopping and starting where things are being wrote on boards, the questions are there.
DH: So pace and preparation. Have you ever been in a position where you have had to prepare a lesson without the use of I.T?
T: Yes
DH: Does the I.T make the preparation easier/better?
T: It makes it more efficient because you have the resources ready to use and as the other teacher was saying, if you are having to write up questions, examples and notes on the board it takes time in your lesson whereas if you have the notes already you can spend the time actually discussing it rather than spending the time writing it.
DH: So that literally means, you are spending more time facing the class rather than having your back to them?
T: Yeah, so it means it increases the interaction because it means you have everything ready to display and you are using it as a tool for the lesson, so the focus is less on looking at material and more about discussing and presenting it.
DH: Do you share stuff with other staff?
T: Yeah
T: Yeah, because we've got electronic copies.
DH: And is that happening a lot?
T: It does yeah. There is a lot of sharing such as the starboard files and stuff like that.
DH: Are they saved somewhere that you can go back to them?
T: Yeah, just in the Maths department shared area so that all members of the department have access and they will ask to look at lessons and use it and vice versa. They put forward their own resources and we would tailor it to suit our class and suit our needs.
DH: So you have a high level of competence?
T: Yes, definitely.
DH: As someone teaching I.T, how are you using I.T?
T: I try to focus more about what's going on behind the scenes. If we're looking at spreadsheets in particular and there's a function, I try to make sure it's broken down, so rather than saying it's this

cell and this cell, I talk about the quantity and the price so they know what values they are. So there's a bit more theory behind it.
DH: Do you just work on live stuff or do you prepare PowerPoint presentations?
T: I have PowerPoint presentations and I do prepare work. I use existing work there so I make sure there's a good amount and it changes based on what the subject is. So if you're putting a video together I'll have videos and show them how to edit so that they can put them together themselves. Whereas for a spreadsheet, I'd like to have most of the data entered already and let them focus on the calculations.
DH: If I was to strip all of the technology out for the next month, in your opinion would that be a backward step?
T: Yeah, I think the I.T allows you to enhance what you would have without the I.T. It allows you to deliver it in a more exciting way.
DH: The school you did your first practice in, was it as I.T rich as this one?
T: It was yeah. I was at Newcastle College and it had very good systems and all sorts of extra support for special educational needs. They had laptops, real software, had all sort of extras as well.
T: I was at Houghton Kepier, the Maths department especially was pretty ICT based. Lots of lessons were delivered via an interactive white board. Rather than being done through a starboard, it was done through software called Active Studio, so in the same way you could prepare the lessons in advance, in the same way you could share the resources, share the lesson plans etc.
DH: Was that across the whole school or just in certain departments?
T: There were interactive white boards in other classrooms, especially in Science as they liked to use it. I understand what you are saying as certain departments are more competent with ICT than others but definitely those two departments that I did get to see they were using interactive white boards the way they should be.
T: I was at Long Benton Community College. The ICT within the Maths department was really good, so all of the classrooms were equipped with interactive white boards and the department was very similar to here. But other departments didn't have that level of ICT, for instance English and MFL didn't have that level of technology so I think it does definitely depend on the department there.
DH: Can you give me an example of part of a lesson where I.T really made a difference?
T: There was rotation lesson and it just so happened that my Maths had gone down for that day so it was a case of coming up with something that can still illustrate a rotation of a shape. The starboard allows you to do that, you can create a shape and superimpose the same shape on top to rotate it, so therefore that's something you wouldn't be able to do with a standard white board and pen.
DH: Did that help? Do you think the kids got the concept because of that technology?
T: Yes, because they could physically see something being rotated, it's definitely a visual thing.
T: I think just in general, Maths in particularly when you are doing lessons on shapes and space and when we were doing transformations, I get kids to come up and use the starboard software to draw on the new shapes and things like that. That was quite nice for the kids to get involved with the ICT, they really enjoyed that. It also meant that the kids could almost have a go at teaching.
DH: This is the first time someone has mentioned the students working with the I.T. So are the students teaching the rest of the class?
T: Yeah. With my Year 7s I got them to come up and do work on the board themselves. As they were drawing on the transformed shapes the rest of the class were assessing it. So as they were doing it, they were saying whether they had done it right or wrong and the person at the board explained why they were doing it. I think it's nice for them to try it, for example the pens for the starboard, they didn't realise exactly how they worked and one of my Year 8s was amazed by the sensor when you get the pen close to the screen .
DH: You have all said you feel confident with I.T. Do you think your lecturers at college assumed you would be able to take that skill into a classroom or did they prepare you?
T: I think there was quite a large element of assumption that we can just turn up to a school and get on with it.
T: In terms of Microsoft programs I think there is definitely an assumption there but with interactive white boards I don't think they assumed prior knowledge of those because our course leader did all of his lessons on interactive white board and got people up to try it as well.

DH: Was that standard across your institution or just because that particular course leader had those skills?
T: I'm not sure.
T: In ICT we did a lot of student led stuff so when we got into small groups we would research a product /particular aspect of a product such as Photoshop, then we would demonstrate to the class how to use that product.
DH: Using a white board?
T: Yeah using a white board at the front. Then we'd design tasks for other class members.
T: I was happy that our course leader introduced us to different ICT instruments, so that we can put forward specific topics. Most of it was A-Level based but it was a case of ,** have you thought about this particular piece of I.T to deliver.
T: Autograph and we had quite a few sessions on how to use that for particular topics which was really useful.
DH: Have you used the voting pads?
T: No. I have been told about them and how they can be used.
T: I used them at Newcastle College, mostly for starters, as an excellent form of quizzing at the end of lessons. Like 'Who Wants To Be A Millionaire' style.
DH: It sounds like your course leader was switched on. Was it universal or was it just that particular individual?
T: I think the University as a whole is quite good in terms of I.T.
DH: Was there an emphasis on how to get the best out of that technology?
T: The lecturers gave us options.
T: I think by showing us autograph, things like that, you can use it for this particular topic and **
DH: Have you ever worked in an I.T suite? Or have the kids had their own devices?
T: Yes, at Long Benton the kids had mini laptops and those are quite good in terms of things like My Maths and things to do with data and they need to present it as they can all do it themselves.
DH: Does it enhance collaboration between students?
T: I think so, yeah. Because they help each other in terms of just setting up the laptops.
DH: So you think your PGSE course has prepared you pretty well?
T: Yeah.
DH: If you were to go back to your institution now, having had two practices, could you give any advice? Did anyone ever do a sample lesson using I.T?
T: No not a full lesson like that. We did have a lot of "this is how I would teach this topic using ICT" but not necessarily a full lesson. I do think that would have been useful but I'm not sure it would have benefited a great deal.
DH: Have you actually become self-taught?
T: I think so but I think it kind of has to be. You need to be able to gain the experience yourself. I think there's only so much you can get from your training provider.
T: Being younger, that's probably been an easier transitional/ learning curve, just to turn up and adapt and learn the software. Whereas if there was a more mature PGSE student I would imagine they would have more difficulty
DH: From what you have said, I think Universities are becoming more geared up to I.T rich environments. It is possibly not universal yet, it still depends on what course you are doing and the leader.

P5.5. Teacher Questionnaire

P7.1 The 'Top Line' Results

What follows are the 'topline' results from the questionnaire the figures in brackets indicate the number of responses. This does not give the complete picture for ranking or ordering questions.

Professional Development and ICT

Oxclose Community School
A Specialist Performing and Visual Arts College

Please could you help by completing this questionnaire about the use of Information and Communications Technology (ICT) in your teaching. Your response will help gather data about the impact of BSF investment so far by obtaining information about your own experience and expectations of the use of ICT. It is hoped we can help shape the next stages of development and, in particular, future CPD.
Individual teachers will not be identified, however you will be offered the opportunity to have further input should you wish.

Q1. How long have you been teaching (to the nearest year)?

- Less than 2 years (4)
- 3-5 years (12)
- 6-10 years (16)
- 11-20 years (19)
- 20 years or more (14)

Q2. How long have you taught in this school?

- Less than 1 Year (3)
- 1-5 Years (15)
- 6-10 Years (23)
- 11-20 Years (7)
- 20 Years or More (10)

Q3. In which curriculum area do you teach? (you can tick more than 1)

- Art and Design (5)
- English (10)
- Humanities (9)
- ICT (5)
- Maths (9)
- MFL (4)
- Pastoral (7)
- PE and Sport (4)
- Performing Arts (6)
- Science (10)
- Special Needs (0)
- Technology (5)

Q4. Are you mainly:

- a full time Classroom Teacher? (37)
- Middle Leader (HoD, HoY etc)? (21)
- Senior Leader (Head, Deputy/AHT)? (5)

Q5. What type of technology do you have in your normal teaching room?

- IWB or tablet and Projector
- Fixed pupil computers (15)
- Laptops for pupils (3)
- Handheld voting devices for pupils (7)
- Other, please specify (11)
  - Visualiser (2)

Q6. What other types of devices do you have access to and use?

- Digital video recorders
- Digital still cameras (39)
- Digital audio recorders (12)
- Music technology (7)
- Graphics tablets (5)
- CAD/CAM (5)
- Visualiser (10)
- None (2)

Professional Development and ICT

Q7. How interested are you in the everyday use of ICT systems? (You may tick more than one.)

- I do not find the need use ICT as part of my day to day existence
- I have a mobile phone but that's about it (11)
- I use a personal email account (49)
- I have a smartphone that is in constant use (36)
- I have a personal computer/laptop at home and use it if I have too (34)
- I would be lost without my home computer/laptop (45)
- I regularly shop online for books, holidays and household items (61)
- I download music from sites like iTunes (39)
- I have a eReader such as a Kindle (15)
- Could use a lot more in lessons - if available (1)

Q8. How would you evaluate your current status as an ICT user in the classroom? (You may tick more than one.)

- I accept I have to use ICT. I use it for what is expected of me. I have no real interest in it as my focus is elsewhere.
- I have some interest in the use of ICT. I try to use it if I can although I do not use it as much as I possibly could. (11)
- I try to embrace the use of ICT in my teaching if I can. I embrace whole school policy and department initiatives. (30)
- I use ICT as much as possible in my teaching. I have engaged with CPD and can see the benefits of improving my own skills. (25)
- I regularly prepare material using ICT for my own teaching and that of others. I consider myself an active user of ICT and have supported others. (26)
- I wish I had the facilities to use more ICT, CAD/CAM (1)

Q9. Tick all of the tasks you use ICT for in your teaching.

- Displaying lesson objectives
- Interacting with pupils via handheld devices. (13)
- Monitoring pupils as they complete tasks. (eg using RM tutor) (39)
- Displaying multimedia resources (video, audio etc) to stimulate learning. (61)
- Sharing pupil work for peer assesment. (48)
- Displaying WWW pages. (60)
- Using purchased educational resources. (37)
- Allowing pupils to complete learning tasks. (41)
- Accessing a school Intranet (61)
- Accessing recources on a Learning Platform (33)
- Something else? (6)
- Digital sketchbooks, using photoshop

Professional Development and ICT

Q10. How often do you use ICT for teaching (do **not** count administration tasks)?

- *Every lesson without exception. (15)*
- *Almost every lesson. (32)*
- *Most lessons. (9)*
- *Some lessons. (6)*
- *Rarely (1)*
- *Never (0*

Q11. How often do your pupils use ICT to support their learning?

- *Every lesson without exception. (6)*
- *Almost every lesson. (10)*
- *Most lessons. (6)*
- *Some lessons. (34)*
- *Rarely (3)*
- *Never (1)*

Q12. Can you rank the frequency of the tasks you ask pupils to do using ICT, with 1 as the most frequent. Miss out those you do not use or put a 0 next to them.

- *[0]Word processing text based tasks, reports, coursework etc.*
- *[2]Making PowerPoint presentations to illustrate their learning. (22)*
- *[6]Completing online tests or assessments. (6)*
- *[1]Using online learning materials like MyMaths or Bitesize. (10)*
- *[3]Selecting learning materials from a VLE (0)*
- *[3]Selecting learning materials from a school intranet or shared folder. (13)*
- *[4]Mindmapping and planning. (7)*
- *[10]Web page design. (4)*
- *[1]Audio, Photo and or Video recording and editing. (9)*
- *[4]Making multimedia output to demonstrate their learning. (3)*
- *[10]Something else? (1)*

Professional Development and ICT

Q13. When working with ICT devices how often do pupils work independently?

- Always (4)
- Very frequently (29)
- Frequently (24)
- Occasionally (7)
- Rarely (1)
- Very rarely (1)
- Never (1)

Q14. When working with ICT devices how often do pupils work in pairs?

- Always (0)
- Very frequently (4)
- Frequently (13)
- Occasionally (34)
- Rarely (10)
- Very rarely (3)
- Never (3)

Q15. When working with ICT devices how often do pupils work in groups?

- Always (0)
- Very frequently (3)
- Frequently (5)
- Occasionally (11)
- Rarely (21)
- Very rarely (5)
- Never (12)

Q16. Do you communicate with your pupils using ICT, and if so how?

- I do not communicate with pupils using technology
- By email (40)
- Through the VLE (4)
- I have set up a Blog (4)
- RM Tutor coms (1)

The next 2 questions refer to your ICT use away from school

Q17. When you are away from school do you:

- work on teaching resources that I bring in to school with me
- access 3rd party web sites for resources (52)
- access my work email account and communicate with collegues (51)
- access the MIS system to enter pupil assessment data (45)
- access the MIS system to complete pupil reports (51)
- access a Learning Platform to upload learning resources (13)
- mark pupil work through a Learning Platform (12)
- accessing my work files (35)
- none of these (0)
- Use CAD (1)

Q18. Is access away from home:

- easy and reliable. It always works (11)
- reliable enough for me to assume it will work (47)
- not reliable. It is regularly down (7)
- I never try it (1)

Professional Development and ICT

The next questions are about your CPD relating to ICT.

Q19. Can you indicate what type of CPD linked to ICT you have had access to and rank their usefulness from 1 up 6?

- (6)Government (eg NoF) or LA provided. (6)
- (3)Whole school provided by external provider. (15)
- (1)Whole school provided by school staff. (27)
- (3)'1 to 1' support provided by external provider. (5)
- (1)'1 to 1' support provided by school collegue. (20)
- (1)Help from others (eg family members and friends). (11)

Q20. Thinking about the amount of CPD relating to ICT, have you:

- had enough to give you the skills to be able to work with ICT?
- had enough to give you basic skills but feel like you need more? (36)
- only had the basics and could really do with more specific CPD? (7)
- not had nearly enough and feel de-skilled at times? (6)
- Self taught - not really had CPD (1)

Q21. This is your chance to frame the content of future CPD. In future CPD sessions what type of sesssion(s) would you like to see involving ICT? There are some suggestions but please list as many ideas you have of your own.

- Using the Learning Platform (VLE)
- Audio and Video (32)
- Starboard (39)
- Pupil activities using ICT (30)
- Other 1 (details?) (10)
- Other 2 (2)
- Other 3 (1)
- Other 4 (1)
- No answer (2)
- Any other comment about CPD

Q22. How would you rate the quality and usability of ICT based teaching and learning materials available from third party suppliers (free or purchased) to you?

- Very Satisfied, there is a good range of materials I use all of the time. (7)
- Satisfied, there are some quite good materials I use regularly (37)
- Dissatisfied,there are a fewbut not enough variety for what I need. (16)
- Very Dissatisfied, all but one or two packages are worth using. (1)

Professional Development and ICT

Q23. Have you ever produced your own teaching and learning materials?

Yes (55)

No (1)

If your answer was yes to Q23 please go to Q24

Q24. Tick the boxes to indicate the type of resources you prepare.

Presentations or documents to display materials to pupils

Presentations that require interaction from pupils. (37)

Multimedia presentations that include audio and/or video. (36)

Presentations or documents that assess pupil progress. (42)

MWP Drag and drop games, SOW Wordsearches (1)

Q25. How reliable would you say the ICT infrastructure is?

Excellent: It always works as I expect (0)

Very Good: It almost never lets me down (11)

Good: It works as expected most of the time (26)

OK: There are times when it is unreliable (26)

Poor: I cannot rely upon it. It's just too hit and miss (2)

Q26. How would you rate the technical support?

Excellent (12)

Very Good (27)

Good (14)

OK (9)

Poor (1)

Q27. And finally, is there anything you would like to add about your experience with ICT and teacing and learning? Use the space below.

Excellent facilities available in school (1)

Q28. Should you wish to be contaced to take part in further discussion around the use of ICT please leave a contact email or phone number and someone will get in touch with you.

beeston.d@sunderlandlearning.net (1)

P5.6. Lesson Observation Form

This is a sample of a completed lesson observation form. One such form was completed for each of the observations.

Teacher	R. S.	Class:	7CEn2	Date:	4/03/14	Judgement: 1
Observer:	Mr D Haw	Ability:	Mix	Period:	2	
Subject:	English	Present NOR	25/27	Support:	1 LSA	

.

KEY IDEAS	INADEQUATE (4)	REQUIRES IMPROVEMENT (3)	GOOD (2)	OUTSTANDING (1)
Teaching that leads to Progress	As a result of weak teaching, pupils or groups of pupils are making inadequate progress. ☐	This requires improvement, as the teaching does not lead to pupils making good progress and achieving well. ☐	As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special educational needs and those for whom the pupil premium provides support make good progress and achieve well. ☐	Much of the teaching is outstanding and never less than consistently good. As a result, almost all pupils including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress. ☒

Expectations	Teachers do not have sufficiently high expectations ☐	Teachers do not have sufficiently high expectations ☐	Teachers have high expectations of pupils. ☐	Teachers have consistently high expectations of pupils. ☒
Learning		Requires improvement, as these aspects are not judged to be "good". ☐	They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills. ☐	They plan and teach lessons that enable pupils to learn exceptionally well. ☒
Checking of understanding		Requires improvement, as these aspects are not judged to be "good". ☐	Teachers listen to, carefully observe and skillfully question pupils during lessons in order to reshape tasks and explanations to improve learning. ☐	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. ☒
Whole school Literacy & Numeracy	Pupils cannot communicate, read, write or use maths as well as they should. ☐	Requires improvement, as these aspects are not judged to be "good". ☐	Reading, writing, communication and mathematics when observed are taught effectively. ☐	The teaching **of reading, writing, communication** and mathematics is highly effective and cohesively planned. ☒
KEY IDEAS	**INADEQUATE (4)**	**REQUIRES IMPROVEMENT (3)**	**GOOD (2)**	**OUTSTANDING (1)**
Climate for learning	Teaching fails to excite, enthuse, engage or motivate particular groups of pupils, including those with special educational needs and/or disabilities. ☐	Requires improvement, as these aspects are not judged to be "good". ☐	Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ☐	Teachers and other adults generate high levels of engagement and commitment to learning. ☒
Assessment for learning		Requires improvement, as these aspects are not judged to be "good". ☐	Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve. ☐	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains. ☒

Homework that contributes to learning			Appropriate homework is used as an effective teaching strategy that is matched well to most pupils' individual needs, so that pupils learn well in lessons. ☐	Appropriate homework is one of the well-judged teaching strategies that match individual needs accurately, so that pupils learn exceptionally well. ☒
Strategies for teaching that match pupils' needs	Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress. ☐	Requires improvement, as these aspects are not judged to be "good". ☐	Effective teaching strategies, including appropriately targeted support and intervention, are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons. ☐	Well-judged teaching strategies, including sharply focused and timely support and intervention, match individual needs accurately so that pupils learn exceptionally well. ☒
Attitudes to learning. From the "Behaviour and Safety of Children" criteria	Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. ☐	Requires improvement, as these aspects are not judged to be "good". ☐	Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon. There is a positive ethos in the lesson, and pupils behave well, have good manners and are punctual to lessons. Behaviour is managed consistently well. ☐	Pupils' attitudes to learning are exemplary. Staff and pupils are unreservedly positive about both behavior and safety. Skilled and highly consistent behavior management by staff makes a strong contribution to an exceptionally positive climate for learning. ☒

Did you see?	Check	Comment
Seating Plan	☒	
SEN, Pupil premium students identified	☒	
Plan or Scheme of work	☒	
Reading & Writing skills developed	☒	
Mathematics skills developed	☐	
Previous lessons Book/Folder/Work evident & marked	☒	
Homework	☒	
Students have target	☒	
Students have a log of progress	☒	
Constructive Developmental feedback on work	☒	
Class data indicates class progress	☒	Not at individual level, cohort only
Support used effectively and planned for	☒	Not explicit in documentation

Key Questions

Questions to Students

Is this what you normally do? Yes
What did you do last lesson? Clear
What is your target in this subject? On Book
How much homework do you receive in this subject? Details
Do you know why do are doing this? Yes

Key Questions

Summary	Overall	An excellent lesson, pupils were fully engaged throughout and produced a high standard of both written and verbal responses. They all want to make progress and they all did.
	Areas for development	Do not cram or rush activities. Let each task run its course, particularly at the end of lessons. Learning opportunities will not be missed and there will be more time for consolidation.
		• Display of lesson objectives • Display of materials to stimulate discussion • Display of materials pupils were to used • Examples of output at Level 4B, 4A, 5C and 5B for peer and self-assessment

Strengths observed	Impact on learning & progress, behaviour and attainment
Positive learning climate	Pupils really enjoy their English lessons. They are motivated, want to do well and work well in a collaborative and supportive way.
Planning and preparation. Lesson structure	The pace of the lesson was enhanced by quality planning and materials. It built on previous learning and allow for pupils to clearly see the progress they were making.
Continual praise, reward and positive re-enforcement.	This all added to an incredibly positive atmosphere.

Spiritual development		**Moral Development**	
…..beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	☐	…..ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	☐
…..sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	☒	…..understanding of the consequences of their actions	☐
……use of imagination and creativity in their learning	☒	…..interest in investigating, and offering reasoned views about, moral and ethical issues.	☐
…..willingness to reflect on their experiences	☒		

Social Development		**Cultural development**	
…..use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	☒	…..understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	☐
…..willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	☒	…..willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	☒
…..interest in, and understanding of, the way communities and societies function at a variety of levels.	☐	…..interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	☐