



Cambridgeshire
County Council
Education,
Libraries & Heritage

ICT

Strategy for Schools and their Communities

2003—2006



ICT Strategy for Schools and their Communities

2003 -2006

Foreword	
Why do we need a strategy for ICT?	1
ICT for learning communities	2
Directions for ICT	3
How does Cambridgeshire support ICT in schools?	4
Ten areas of focus for ICT in schools	5
1. Supporting all schools in raising standards of achievement in ICT	6
2. Improving learning in all subjects through the use of ICT	7
3. Developing on-line environments	8
4. Access to management information	9
5. Partnership working	10
6. ICT to promote inclusion	11
7. Professional development	12
8. Lifelong learning strategies	13
9. Technical advice	14
10. School of the future	15
Milestones	16-18

ICT Strategy for Schools and their Communities

2003 -2006

Information and communication technologies play an ever-increasing role in most aspects of today's society, and especially in the lives of our young people. Those of us working in the education service ignore this at our peril.

In Cambridgeshire we feel proud of the steps we are taking to support the development of an ICT-rich, networked community, enabling learners and teachers to communicate and collaborate, wherever they are and whenever they need to work together. At the same time we are keen to do all we can to ensure that investment in new technology really will contribute to school improvement and individual achievement.

In this document, we have drawn together what we see as the key threads in the unfolding story of ICT in schools. The Milestones section summarises initiatives which are underway now and others which are planned. We hope that everyone involved with Cambridgeshire schools will find it helpful and encouraging to see where our efforts are to be directed over the next three years. Just as importantly, we urge anyone with a stake in Cambridgeshire education to consider how their own participation can bring these aspirations closer to reality for all our learners. Please join us in accepting the challenge to make this ambitious strategy a success.



Hazel Coulter

Head of ICT Service
Education, Libraries and Heritage Department

ICT Strategy for Schools and their Communities

Why do we need a strategy for ICT?

In this document we aim:

- to share with schools and the wider community the County Council's aspirations for ICT
- to outline the measures we are taking through the Education Development Plan and in other ways to support progress and achievement in the use of ICT

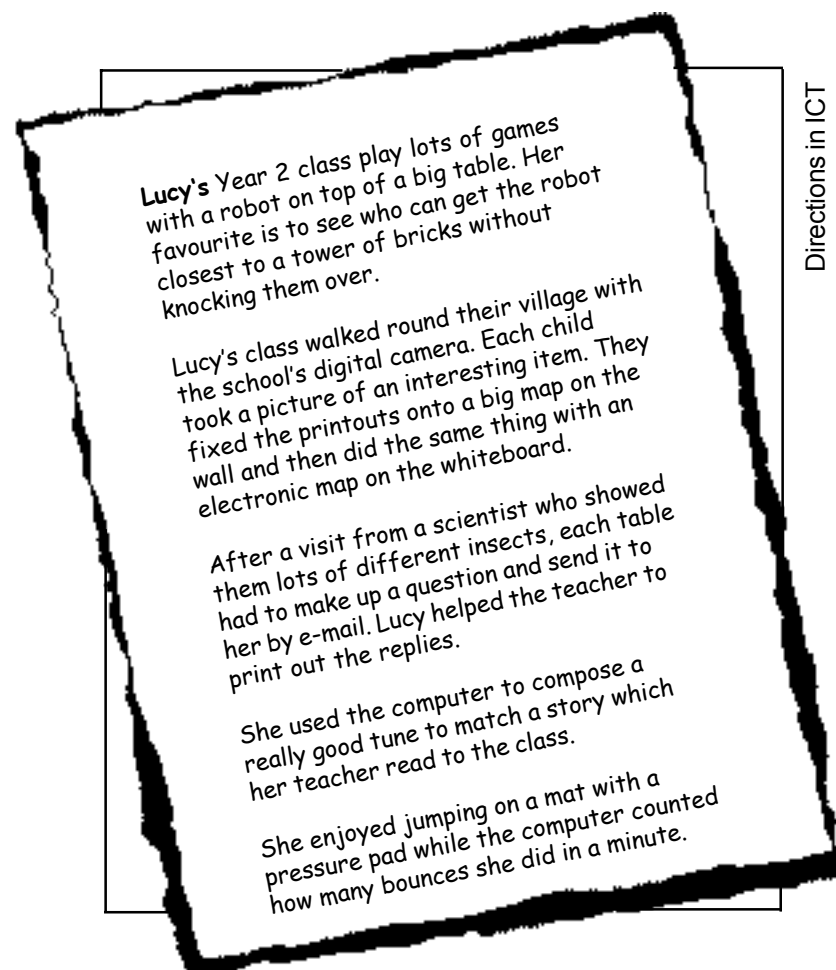
ICT – information and communication technology - is essential throughout the years of statutory education. It is a subject in its own right, which has to be taught to all pupils. It is a requirement that ICT is used to support learning in every other subject of the national curriculum. Pupils with disabilities or special learning needs have an entitlement to use ICT to help them gain access to the curriculum.

Through the national government's Information Management Strategy, ICT has also become an essential tool for school managers and administrators. Increasingly, teachers and other school staff need to exploit ICT to make use of pupils' performance data, to prepare learning materials, and to update their professional knowledge and skills.

Even if these national expectations did not exist, we would wish to see ICT thoroughly embedded in the work of our schools. 21st century citizens need to be confident and creative users of technology and 21st century organisations rely on technology to help them function effectively.

Clearly, ICT is an important and valuable component of schooling. It is also expensive and continuously developing.

A shared strategy will enable us to learn together how best to use these powerful technologies for the benefit of all our learners.



Why do we need a strategy for ICT?

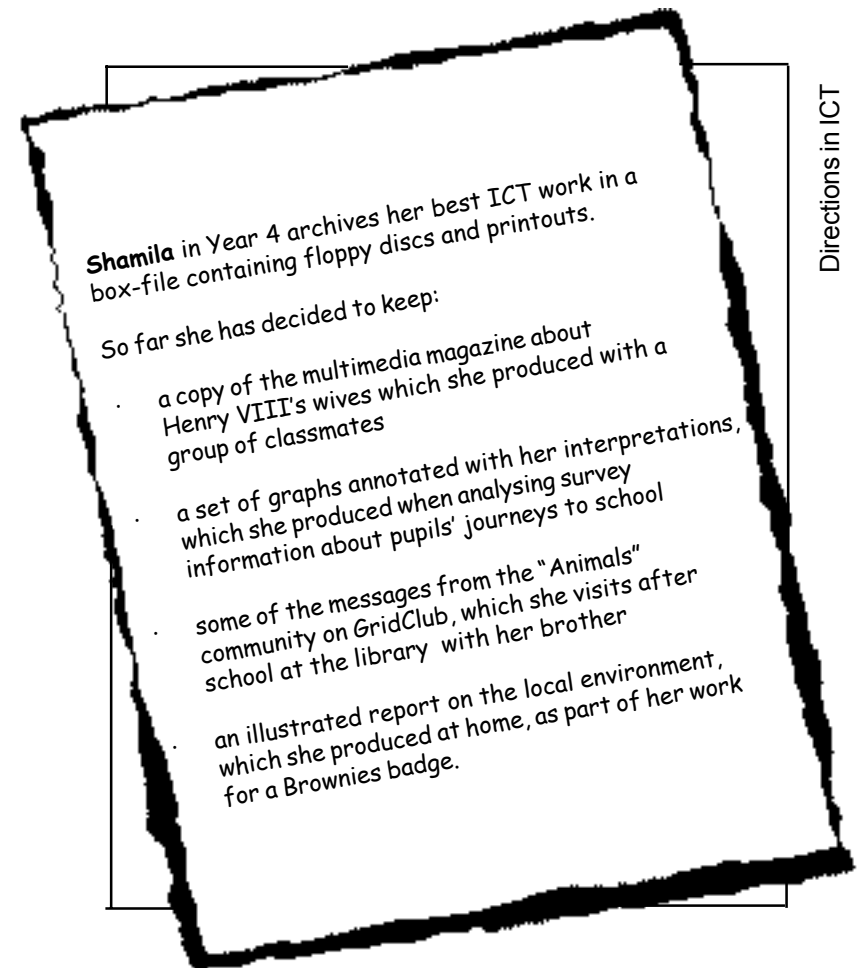
ICT for Learning Communities

“We aim to make a reality of the concept of learning communities. This lies in part in the attitudes of individuals and the culture of communities, but it also relies on the availability of a range of quality learning opportunities and services appropriate to people’s needs at key stages in their lives.”

Prospects for Learning
Cambridgeshire Education, Libraries and Heritage Department

ICT...

- will help us to transform learning by extending learning opportunities and by breaking down barriers to knowledge and skills.
- will allow learners, parents and teachers and other adults to share in the learning experience.
- can accelerate learning and enable students to achieve at levels well beyond that expected by more traditional means.
- can remove barriers to learning for all children, but especially those with special educational needs, those in danger of becoming disaffected and those unable to access more traditional forms of learning.
- can challenge the most gifted of learners and can provide a means for those with special talents to develop.

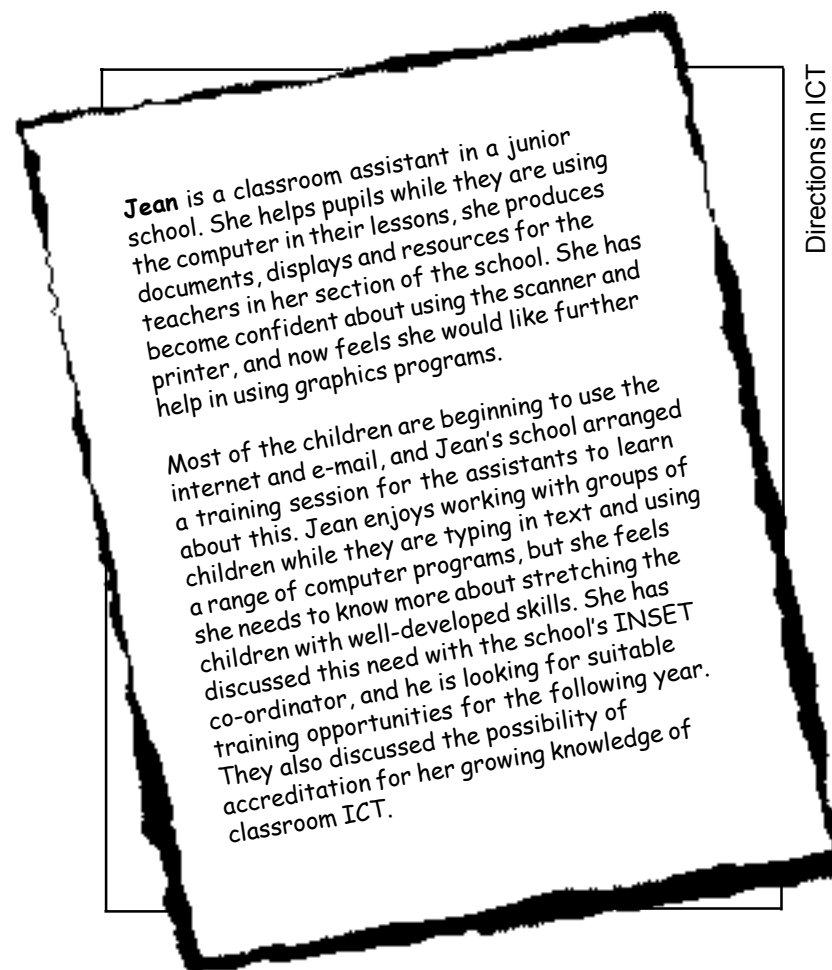


Directions in ICT

In 2002, the ELH ICT Service published *Directions in ICT*, a vision of the place of ICT in learners' experience. Building from that document, we can summarise Cambridgeshire's aspirations for its learners in this way:

- All pupils in nursery and reception classes use ICT to explore and create as part of their weekly programme.
- All pupils in KS1 use ICT individually and in groups to explore and communicate and for creative tasks.
- All pupils in KS2 create a personal showcase celebrating individual and group experiences using ICT.
- All KS3 students and their teachers work to agreed individual plans for using ICT in a wide range of activities.
- All students aged 14-19 work towards an appropriate accreditation in ICT.
- All pupils experience an on-line learning activity involving contact with people outside their school.
- All members of school communities have access to ICT, overcoming potential barriers to learning.
- All school staff have a personal development plan, which includes ICT and information management.

Running through this document, we have provided some illustrations of what these aspirations might mean for 15 different learners in Cambridgeshire schools.



How does Cambridgeshire support ICT in schools?

Raising Educational Achievement is one of four key priorities set out in the County Council's corporate plan, which provides an overarching development framework for all departments. In this context, "Prospects for Learning" details the current priorities of the Education, Libraries and Heritage department:

- raising achievement
- inclusion
- lifelong learning
- developing capability

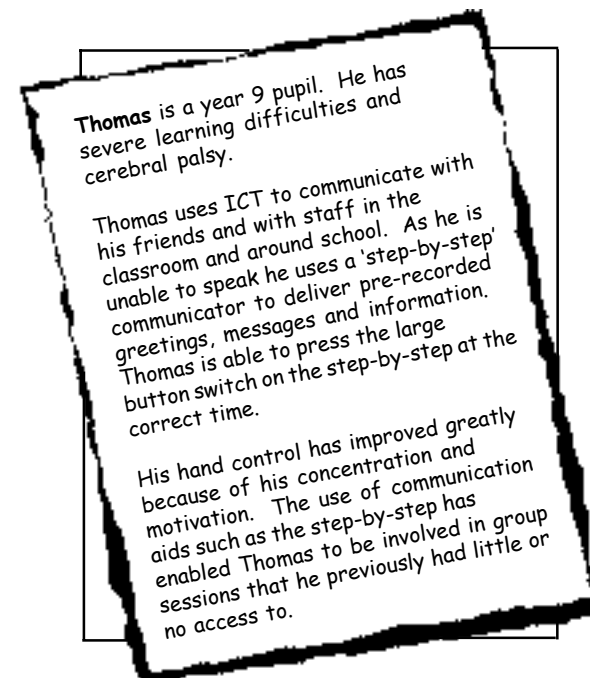
The ELH ICT Service is the department's principal agency for translating these priorities into practical support for ICT, but other services will be significantly involved, particularly the Cambridgeshire Advisory Service, the inspectors, and the pupil support services.

We aim to provide support for ICT through:

- encouraging aspiration and effective planning
for example, by developing NAACEmark, a nationally recognised framework for the development of ICT within schools
- development of capability
for example, by publishing a framework for whole school professional development in ICT and organising training opportunities for classroom assistants, teachers and school leaders
- investment in infrastructure
for example, by creating a countywide broadband network and upgrading the cabling and switches in schools to bring broadband to every classroom and office

- promoting high standards and innovation
for example, by establishing an on-line portal which will enable schools and services to showcase good practice and will provide a personal working space for every member of staff in schools

In our Education Development Plan, one of the eight priorities is devoted to ICT: *to raise standards through the use of ICT*. The six components of the ICT priority in the EDP are far-reaching, cover important aspects of ICT in schools, and focus on areas where the County Council and its schools can work together. While the EDP highlights the most urgent development needs in ICT, it is part of a bigger picture which is outlined in this strategy through a focus on ten strategic areas.

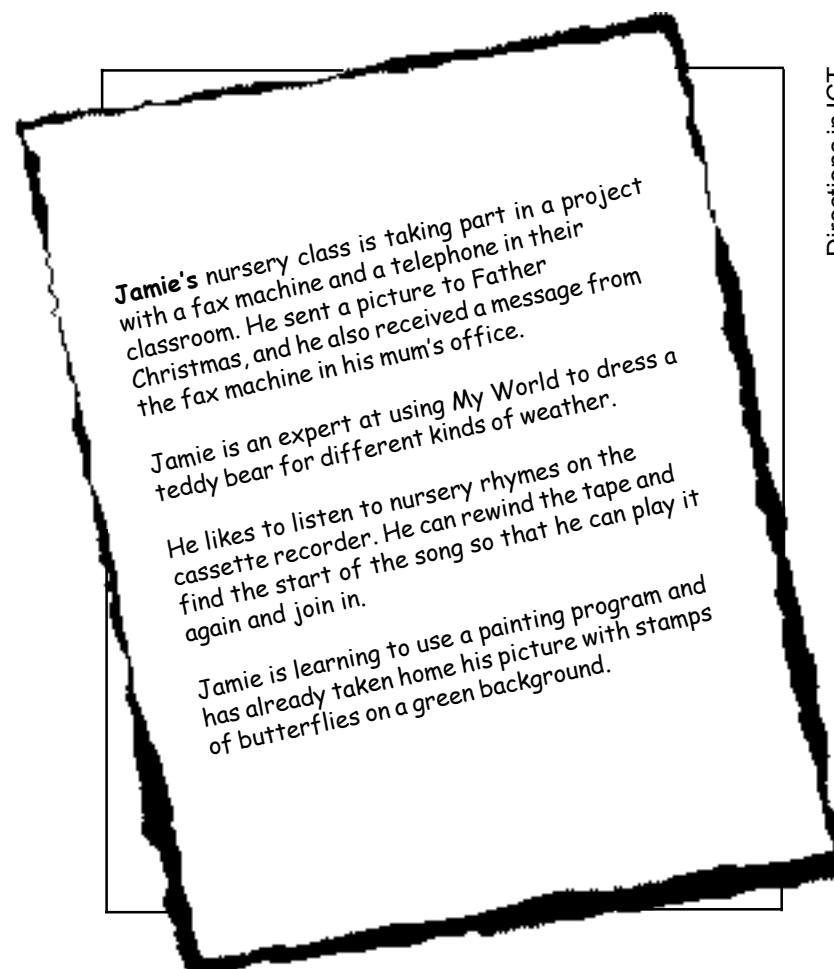


Directions in ICT

Ten areas of focus for ICT in schools

Cambridgeshire's strategic priorities are:

1. Supporting all schools in raising standards of achievement in ICT through improvements in the quality of teaching and learning
2. Improving learning in all subjects through the use of ICT
3. Developing on-line environments where individual learning and learning communities can be supported
4. Increasing provision in schools for access to management information by all appropriate staff, to enable progress in monitoring of school performance, particularly by using assessment data
5. Partnership working between primary schools, secondary schools and the ICT Service
6. Increasing the use of ICT to promote inclusion
7. Professional Development which helps all staff working in schools to meet the challenge of providing a 21st century education
8. Ensuring that ICT contributes to the effectiveness of lifelong learning strategies
9. Finding effective ways of providing good-quality technical advice and support
10. Developing a vision for a Cambridgeshire 'School of the Future'



Focus 1 Supporting all schools in raising standards of achievement in ICT through improvements in the quality of teaching and learning

What will we be doing?

We will share with schools assessment schemes which:

- support the tracking of individual pupil progress
- support staff in making judgements about the attainment of pupils following the teaching of units within the ICT curriculum

We will set up networking groups of ICT Co-ordinators across phases to enable more effective pupil-focused transition in ICT to take place.

We will maximise opportunities to share effective / successful practice through:

- network meetings, forums and courses, and on-line communication
- partnership working and networking
- facilitating visits to schools, informing decision-making about the management, organisation, purchase and use of ICT resources, based on teaching and learning outcomes and other schools' experiences

We will support schools in the drawing up of ICT Development Plans by:

- providing a template for development planning linked to NAACEmark
- offering guidance and seminars to inform the planning process
- linking strategic plans to national success criteria, via NAACEmark
- offering consultancy to support the award of the NAACEmark

We will provide guidance to support schools in their planning and delivery of ICT schemes of work.

We will design courses to provide advice, guidance and support:

- where there is an identified training need
- where this will facilitate the sharing of effective and successful practice
- to inform schools about new resources and their use within the curriculum

We will support improvement in teaching and learning with, and about, ICT by:

- offering classroom observation and teacher mentoring
- developing business links to support the ICT curriculum

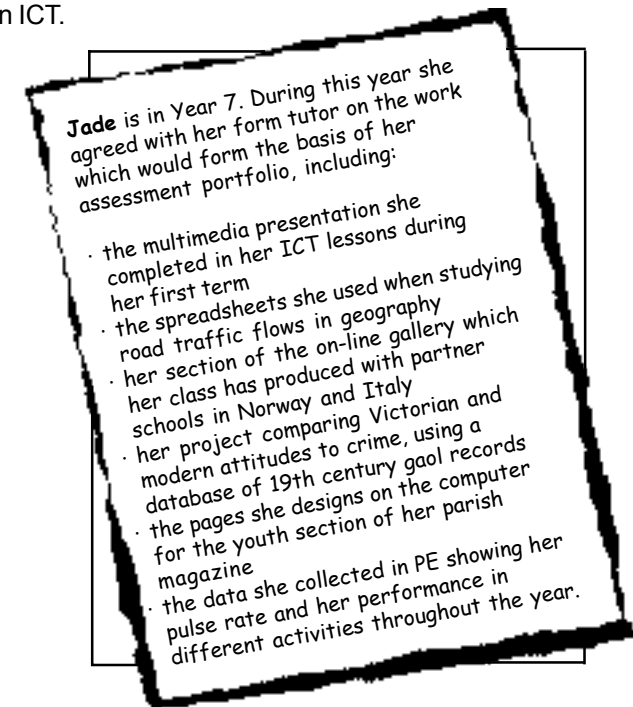
What can schools do?

Maintain an awareness of information and support available, engaging with available materials as a means for school improvement.

Contribute to the process of sharing good practice.

Use the NAACEmark framework to support improvement in ICT.

Develop a planned approach of professional development for all staff to continue to raise standards in ICT.



Directions in ICT

ICT Strategy for Schools and their Communities

Focus 2 Improving learning in all subjects through the use of ICT

What will we be doing?

CAS and the ICT Service will work together in order to provide schools with guidance about appropriate links between ICT and all other subject areas. Schools will receive details of:

- links between ICT and units of work within each subject area
- links that can be created within the ICT curriculum to subject areas
- useful documents and online resources that enhance this information
- case studies where such links have worked successfully
- updated guidance, based on relevant information from government bodies, on the use of ICT in subject areas

We will support subject leaders in their development / overview of ICT links, through specific courses or consultancy opportunities.

We will provide support to subject leaders regarding the development and monitoring of ICT within all areas of the curriculum.

We will provide schools with guidance about resources that allow ICT to play an effective part in teaching and learning across the curriculum.

We will monitor and offer support for the development of Strategic Plans.

We will provide a self-evaluation tool to enable schools to assess progress in using ICT for teaching, learning and information management.

We will provide guidance as to how home / school links can promote attainment across the curriculum using ICT.

What can schools do?

Examine guidance and materials provided, looking at the ways these can be used to support the use of ICT in all subjects.

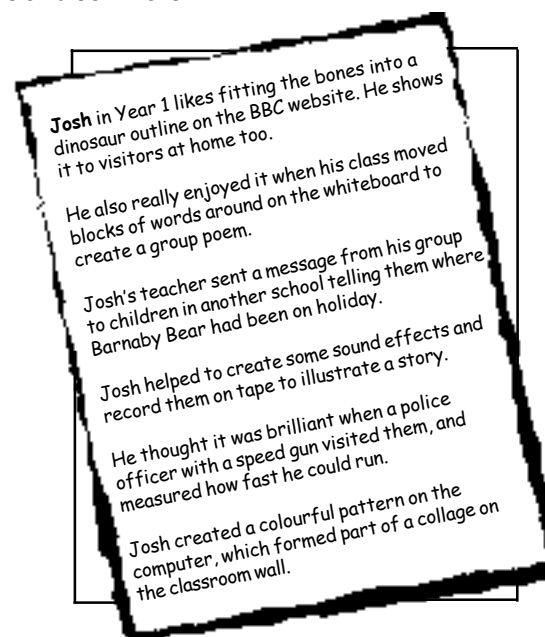
Take advantage of support opportunities in the development of ICT across the curriculum by attending relevant courses, forums and seminars.

Examine the possibilities that exist for partnership working in this area.

Make meaningful and purposeful use of self-evaluation tools.

Share the task of developing links between ICT and all subjects through partnership working.

Benefit from the sharing of good practice facilitated by on-line ICT newsletters, courses, forums and seminars.



Directions in ICT

Improving learning in all subjects through the use of ICT

Focus 3 Developing on-line environments where individual learning can be achieved and learning communities supported

What will we be doing?

We will upgrade the internal network infrastructure in all schools and provide broadband connections to local and regional networks and the Internet, so that all teachers and pupils have improved access to on-line resources and services.

Following our pilot project, we will offer schools a revised NGfL package including an on-line learning platform, enabling them to allocate secure working areas and tools so that pupils can work individually, collaboratively and safely.

Services which deliver professional development will begin to incorporate on-line components in their training programmes.

We will establish an on-line portal using the Digitalbrain system which will:

- enable County Council services to publish information openly or share it with targeted groups of school staff
- ensure that there is a single point of contact where schools will find curriculum and other information from the County Council
- provide an individual account for every Cambridgeshire teacher and other school staff
- enable teachers and County Council staff to collaborate through, on-line discussions, projects and other activities etc
- provide a showcase for good practice across the curriculum

We will organise training programmes to enable schools to gain maximum benefit from the on-line learning environments which we offer.

We will continue to work with our regional broadband consortium to make a wide range of on-line services and resources available to schools.

We will periodically update guidance on the safe use of the Internet in schools.

What can schools do?

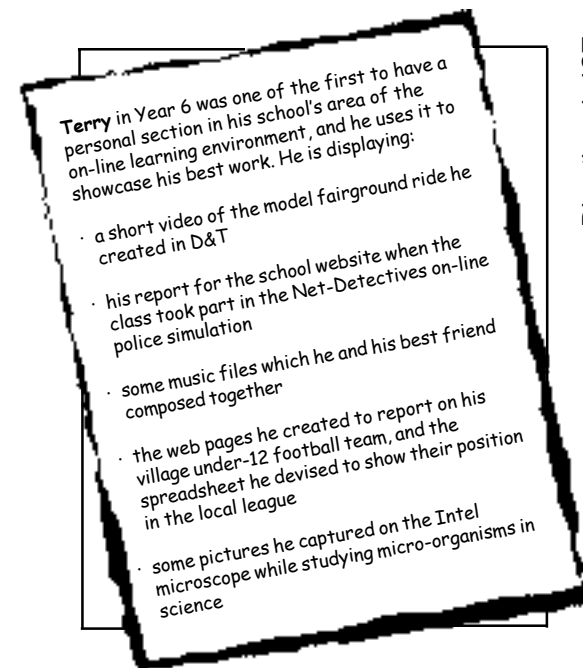
Keep abreast of information from the County Council about the development of the portal system for both teacher and pupil use, think about how they can benefit from it, and ensure that their ICT Development Plans take account of these opportunities.

Ensure that staff receive appropriate training to enable on-line learning environments to be used effectively by staff and pupils.

Identify possible partners both locally and further afield who might collaborate in beneficial on-line learning communities.

Participate in briefing sessions to learn about the implications of the County Council broadband and networking projects.

Contribute to think-tanks on how the portal can contribute to school activities.



Directions in ICT

ICT Strategy for Schools and their Communities

Focus 4 Increasing provision in schools for access to management information by all appropriate staff, to enable progress in monitoring of school performance, particularly by using assessment data

What will we be doing?

- ☑ We will provide accurate, timely advice on developments in schools' management information systems and the implications of local and national strategies for the development and use of management information.
- ☑ We will provide a range of high quality training and consultancy services to enable schools to develop capability in their use of information and MI systems.
- ☑ We will provide a range of support services to help schools keep their systems up to date and running smoothly.
- ☑ We will provide a range of resources as part of the Impulse Project to assist school improvement.

What can schools do?

Leadership and monitoring – ensure that the school's MIS is led by a senior member of staff and has sufficient priority on management team and governors' agendas.

Pupil information – ensure that standards are in place for maintaining and exchanging data, particularly controls on quality.

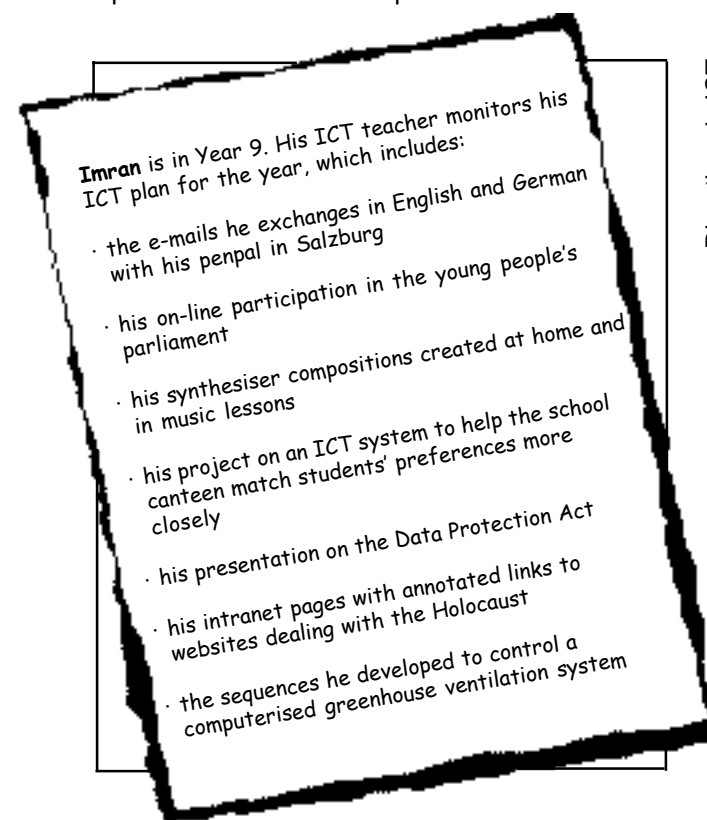
Assessment – ensure that pupil performance data is well-maintained and that analysis of this is used to inform school performance planning.

Reporting – ensure that the school has developed the capability to derive high quality reports from its systems.

Finance – ensure that the school is making best use of its financial information from whatever source.

Policies and Documentation – ensure that the school has developed clear strategies and policies for access to and the management of its systems and development of staff capability.

Managing Technology – ensure that the school has access to adequate advice so that it can plan effectively for changes in technology, such as upgrades to MI systems and the implementation and development of broadband services through CCN.



Focus 5 Partnership working between nursery, primary, secondary and special schools and the ICT Service

What will we be doing?

- We will provide broadband connections enabling all our schools to join CCN, the Cambridgeshire Community Network, and to work in partnership using the Digitalbrain portal.
- Through the ICT strand of the Key Stage 3 strategy, we will encourage cross-phase collaboration to improve levels of individual achievement in ICT.
- We will provide assessment guidance that will facilitate the transfer of details about pupil performance between phases and schools.
- We will promote partnership working between schools via NAACEmark, establishing pilot projects with groups of schools that include different phases. The schools will work together to achieve NAACEmark status, sharing documentation, expertise, resources and training. The outcomes from these pilots will inform future collaborative work.
- We will act as a conduit for collaborative working, sharing effective practice and facilitating visits between schools.
- We will promote and support ICT-related business links with schools.
- We will work with nursery and special schools to develop NAACEmark for these schools and to establish an appropriate support programme.
- We will examine the most effective use of shared technical support and facilitate a training programme for school ICT technicians.
- We will set up a technical consultancy group with school representatives. Through this group, we will advise on appropriate solutions to major technical initiatives which affect schools, and produce guidance and share good practice.

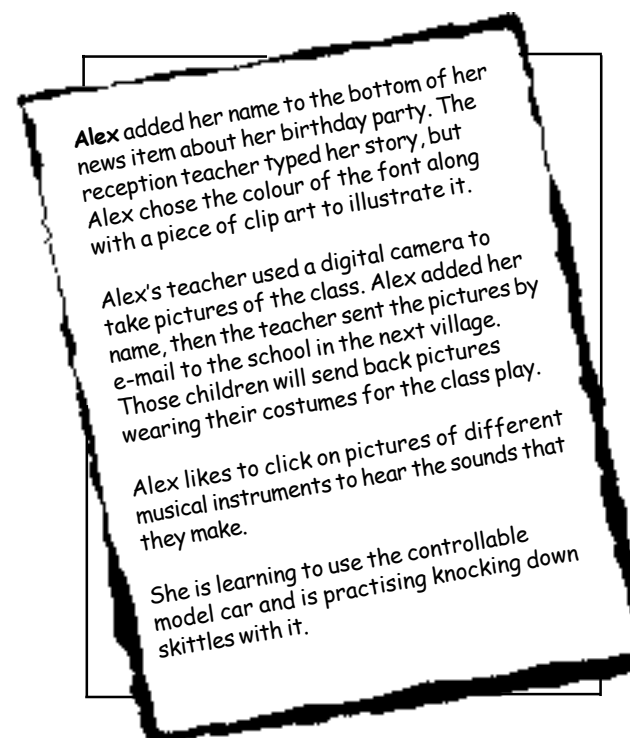
What can schools do?

Examine the opportunities for partnership working with other schools and exploit the on-line communication network which the County Council is creating, accessing advice, information and support.

Support efforts to ensure pupil attainment data can be exchanged smoothly between phases of schooling.

Work together to ensure that the implementation of the Key Stage 3 Strategy in their area meets the needs of pupils transferring from primary to secondary school.

Ensure active participation and representation on the technical consultancy group.



Directions in ICT

ICT Strategy for Schools and their Communities

Focus 6 Increasing the use of ICT to promote inclusion

What will we be doing?

The use of ICT to promote inclusion is in the early stages of development in Cambridgeshire. Pupil support teams and the ICT Service will work together to develop expertise and support mechanisms that will enable pupils to access the curriculum and use ICT as a learning tool.

We will carry out a detailed audit that focuses on the identification and sharing of effective practice where:

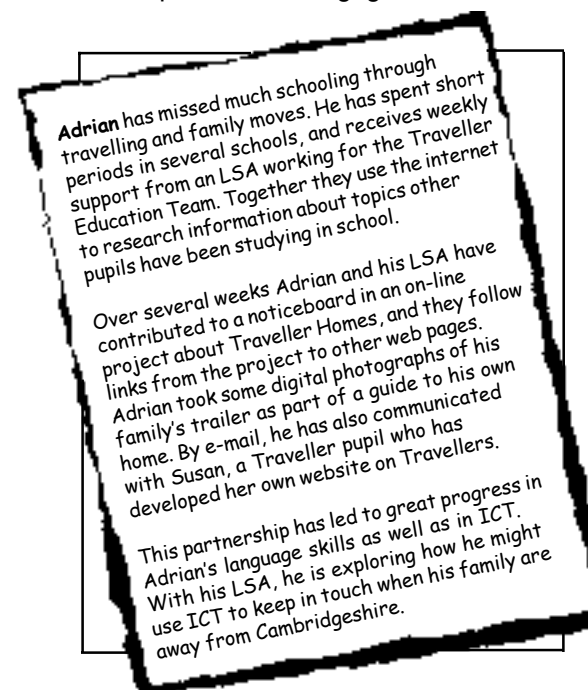
- schools use technology to allow individual pupils access to the curriculum
- schools use appropriate software to provide opportunities for pupils to communicate, learn and succeed
- schools provide appropriate ICT resources to overcome social exclusion and underachievement
- support teams utilise ICT resources to good effect, both for learning and motivation
- We will examine possible sources of technical support for schools using specialised ICT resources, which improve individuals' access to the curriculum.
- We will look at current arrangements for making formal assessments and recommendations for the ways in which ICT can allow curriculum access, through organisations such as Scope, Ability-net and Ace. We will examine how this process might be more efficiently managed.
- We will work with special schools to develop NAACEmark accreditation as part of a national initiative.
- We will raise awareness in schools about accessibility issues that should be considered when strategic decisions are taken during the design of ICT resource areas.

- We will explore the role that on-line learning can play in supporting the learning of children excluded from school or confined to home or hospital through illness.
- We will examine the ways in which recycled computers can boost access to technology and learning in out-of-school settings.
- We will seek funding to extend our Celebrating Language project, involving pupils who use languages other than English in their homes.

What can schools do?

As part of the self-evaluation process, examine ways in which they can use ICT resources opportunities to promote inclusion.

Share examples of successful practice and engage with relevant County Council projects.



Directions in ICT

Focus 7 Professional Development which helps all staff working in schools to meet the challenge of providing a 21st century education

What will we be doing?

The ICT Service will develop courses and training programmes to support the professional development of all school staff, including:

- leadership and management
- classroom support
- technical training
- MIS and assessment data
- finance and administration

We will strive to develop appropriate accreditation opportunities for all training and development, as part of our commitment to lifelong learning and recognition of achievement.

We will support the development of Leadership in ICT programmes to raise standards of achievement in schools.

We will offer guidance to support schools in their efforts to develop whole school professional development plans which incorporate ICT and information management.

We will work in partnership with schools to draw together examples of good practice where professional development for ICT has been effective.

We will continue to develop and provide training for County Council staff, focused on nationally recognised accreditation, County Council induction and ICT skills development.

We will remain abreast of new initiatives involving ICT and provide training and development opportunities to support their implementation.

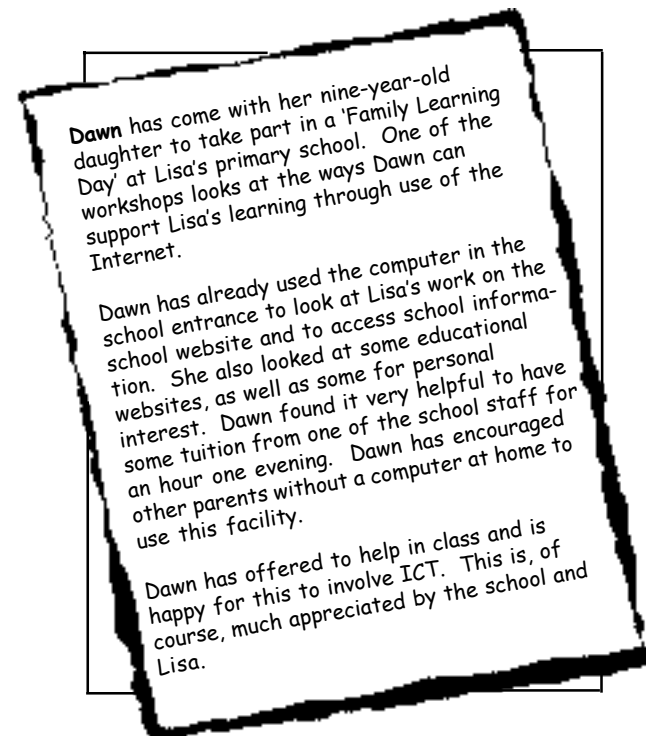
What can schools do?

Develop a professional development plan for all school staff, to ensure that there is progression in learning about and with ICT.

Ensure that the professional development of staff is led by a senior member of staff and has sufficient priority on management team and governors' agendas.

Ensure that staff have access to relevant training and development opportunities to allow them to remain skilled in their roles.

Commit to supporting national initiatives in ICT, such as the Key Stage 3 ICT strategy, and ensure that appropriate staff attend any associated training opportunities.



Directions in ICT

Focus 8 Ensuring that ICT contributes to the effectiveness of lifelong learning strategies

What will we be doing?

We will provide guidance for schools illustrating the ways in which ICT can be used to promote and support lifelong learning. This will detail existing opportunities and case studies of successful practice from Cambridgeshire schools, libraries and learning centres. This is likely to include (in line with the Lifelong Learning Plan):

- ☑ the use of ICT to achieve basic levels of literacy and numeracy, along with developing computer skills and key skills. This will allow informed choices about individuals' own learning both in terms of personal growth and career development.
- ☑ supporting individuals into recognised programmes of learning that can lead to qualifications, and encompass a wide range of learning from leisure courses to skills training and from group learning activities to individual skill enhancement via, for example, on-line learning systems
- ☑ an expectation for everyone to continue learning and achieving nationally recognised qualifications at their level of best performance using ICT to ensure that everyone has opportunities to learn in a way that excites and motivates them and that barriers preventing this are removed.

We will consult with the schools in the 'DfES Extended Schools Pilot Project' and share with others the ways in which they have supported lifelong learning through ICT.

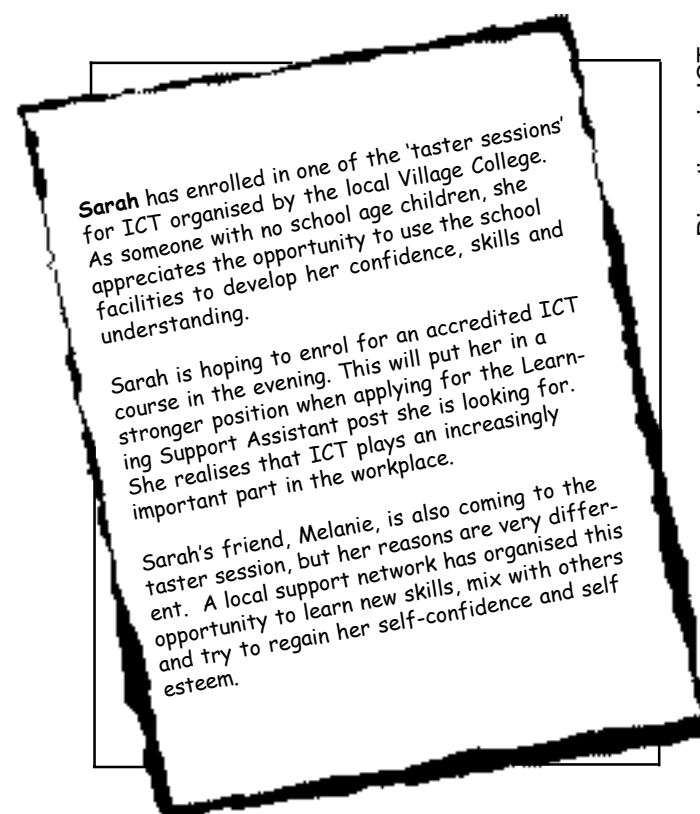
DfES guidance on development planning and NAACEmark require a commitment from schools to support community development through ICT. Our guidance and planning templates will support schools in this area.

What can schools do?

Share good practice in promoting and supporting lifelong learning through ICT, via partnership working and offering case studies.

Examine the ways in which they can use ICT to support lifelong learning.

Work with other agencies to develop their use of ICT to support lifelong learning



Focus 9 Finding effective ways of providing good-quality technical advice and support

What will we be doing?

We will provide advice and support to schools on technical, software and procurement issues that relate to both school management and curriculum systems.

We will continue to provide high quality helpline, technical support and procurement services tailored to meet the changing needs of schools.

We will extend our participation in national work with BECTA to develop an accredited career path for school technicians.

We will participate in the national and local work of defining standards for technical support services in order to provide schools with a comparative baseline on quality of services and value for money.

We will work with schools to develop a local pool of technical support from within schools and the ICT Service, which can respond to the diverse range of technical environments.

We will work with local colleges and the Learning and Skills Council to facilitate a training programme for school ICT technicians.

We will set up a technical consultancy group with school representatives. Through this group, we will advise on appropriate solutions to major technical initiatives which affect schools, and produce guidance and share good practice.

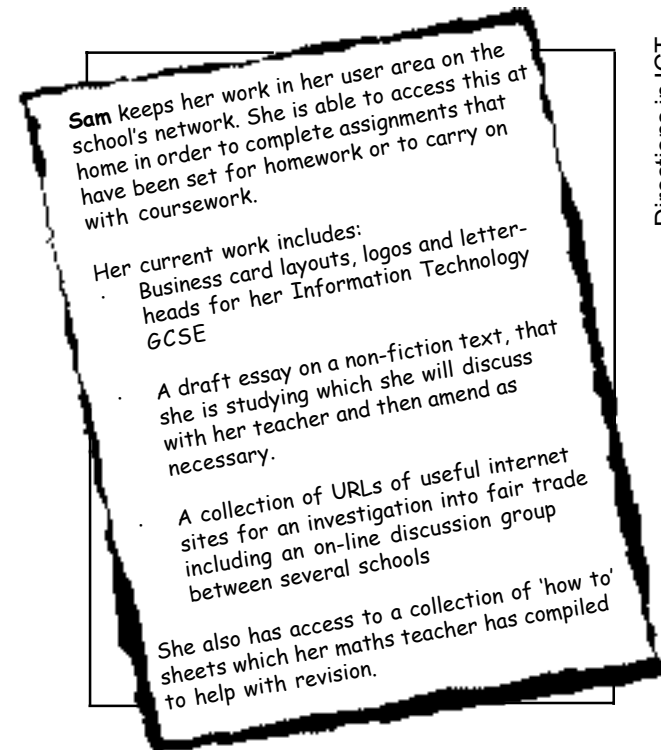
What can schools do?

Recognise the ICT Service as a valuable source for advice and support, which can be used as a benchmark in determining their support or procurement needs.

Ensure active participation and representation on the technical consultancy groups.

Ensure the school has access to adequate advice so that it can plan effectively for changes in technology, such as upgrades to MI systems and the implementation and development of broadband services through CCN.

Invest in relevant training programmes for their technicians and support staff.



Focus 10 Developing a vision for a Cambridgeshire 'School of the Future'

What will we be doing?

Our efforts will be divided into two key areas:

- How do we make informed decisions about the design and building of new schools in Cambridgeshire? How will changes in the needs of learners and emerging opportunities to exploit new technology affect the design and building of new schools in Cambridgeshire?
- How do we support schools in existing buildings to take advantage of developing technologies to transform teaching, learning, management and leadership in the future?

This will require us to:

Examine national and international development and research studies, such as the 'Classrooms of the Future' initiative, to ensure we have a well-informed starting point when identifying the priorities and possibilities for future Cambridgeshire schools

Examine the ways in which we can support schools' use of new technologies to provide improved teaching and learning opportunities and management support mechanisms

Ensure that we take account of the needs of all members of our communities, to maximise the learning benefits that school facilities can provide and to deliver other services that will support local communities

Examine the opportunities for schools to rearrange their working practices through the use of on-line resources and other technologies, taking into account developments in education, such as a longer learning day and week and the need to spread the expertise of the most able teachers more widely

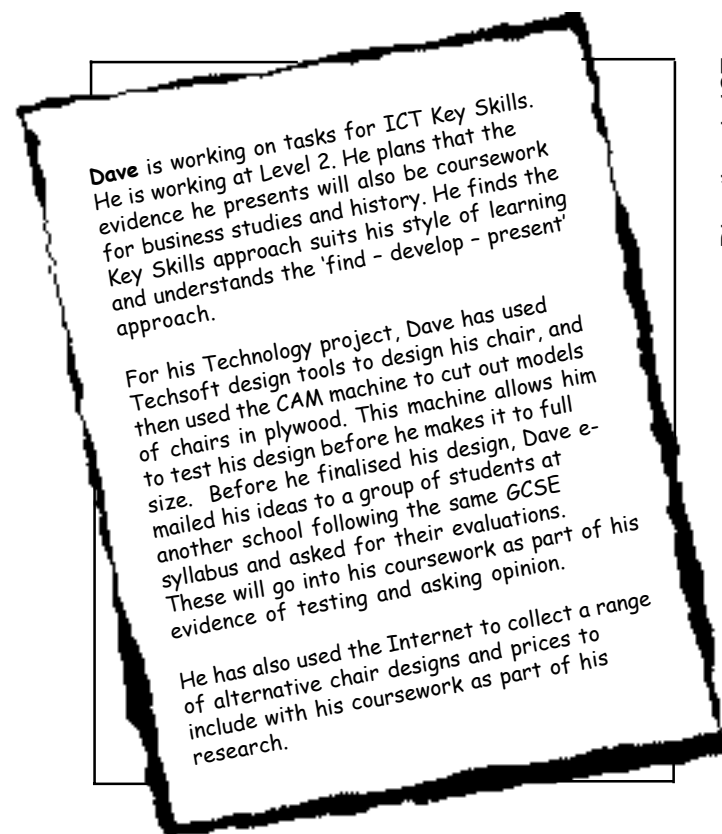
Investigate opportunities for supporting staff in schools by reducing workload through appropriate use of ICT

Embrace the creation of learning environments that are imaginative and stimulating, with the aim of inspiring children, young people and adults to achieve more

What can schools do?

Contribute to the vision through discussion with colleagues in a range of local and national forums and via established links with LEA ELH Officers.

Involve staff, pupils, parents and community in identification of their learning needs and in sharing their vision and aspirations.



Directions in ICT

Milestones in the Implementation of the Strategy

Who's Who

These people are listed as contacts in the milestones section. All County Council staff can be contacted by e-mail using the formula *forename.surname@cambridgeshire.gov.uk*

Barry Dowler Senior Manager, ICT Curriculum (Primary, Nursery, Special)
 Brian Gale Assistant Director, Pupil Support
 Brian Harris Head of ELH Property
 Dawn Webster Training Consultant, Schools
 Dorothy Davies Senior Manager, ICT Curriculum (Secondary and CPD)
 Gareth Davies On-line Learning Development Manager
 Janet Lee MIS Projects Manager janetm.lee@cambridgeshire.gov.uk
 Keith Grimwade Head of Cambridgeshire Advisory Service

Leonard Veenendaal Technical Service Manager
 Maggie Dutton General Adviser, ICT
 Matthew Nall MIS Programme Manager
 Mike Hosking Assistant Director, Lifelong Learning
 Patrick Grange Schools Cabling & Networking Project Manager
 Paul Springford NGfL Programme Manager
 Roger Green Head of School Improvement Resource Team
 Sally Elding General Adviser, ICT

New activity:

On-going activity:

		Area of activity	Contact	2003	2004	2005
FOCUS 1		Share assessment schemes and support implementation	Maggie Dutton			
		Set up cross phase networking groups	Dorothy Davies			
		Provide a variety of opportunities to share effective practice	Barry Dowler			
		Support the strategic planning process	Barry Dowler			
		Support delivery and drawing up of schemes of work	Sally Elding			
		Design and deliver courses focussed on staff roles	Sally Elding			
		Develop business links with an ICT focus	Maggie Dutton			
		Support schools working towards NAACEmark	Barry Dowler			

		Area of activity	Contact	2003	2004	2005
FOCUS 2		Provide guidance about links between ICT and all subjects	Keith Grimwade Maggie Dutton			
		Support subject managers to develop ICT links	Keith Grimwade Maggie Dutton			
		Support subject managers to monitor ICT links	Keith Grimwade Maggie Dutton			
		Provide guidance about ICT resources and effective use	Sally Elding			
		Support for ICT strategic planning	Barry Dowler			
		Provide ICT self evaluation tools	Barry Dowler			
		Provide guidance to develop home / school links	Barry Dowler			

ICT Strategy for Schools and their Communities

FOCUS 3	Area of activity	Contact	2003	2004	2005
	Upgrade school networks and provide broadband	Patrick Grange	XXXXXX		
	Offer a revised NGFL package	Paul Springford		XXXXXX	
	Deliver CPD using on-line resources	Heads of Service		XXXXXX	
	Establish an on-line portal using Digitalbrain	Gareth Davies		XXXXXX	
	Organise training to support the use of on-line environments	Gareth Davies		XXXXXX	
	Work with broadband consortium to provide on-line resources	Paul Springford	XXXXXX		
	Provide updated advice for safe Internet use	Paul Springford	XXXXXX		

FOCUS 4	Area of activity	Contact	2003	2004	2005
	Provide advice on MIS developments	Matthew Nall	XXXXXX		
	Provide training and consultancy in the use of MIS	Dawn Webster	XXXXXX		
	Provide support for schools to keep systems running smoothly	Janet Lee	XXXXXX		
	Provide resources as part of Impulse to assist school improvement	Roger Green Matthew Nall		XXXXXX	

FOCUS 5	Area of activity	Contact	2003	2004	2005
	Encourage cross-phase collaboration	Dorothy Davies	XXXXXX		
	Provide guidance to facilitate transfer of pupil performance information	Dorothy Davies		XXXXXX	
	Promote partnership working via NAACEmark	Barry Dowler	XXXXXX		
	Facilitate collaborative working and the sharing of effective practice	Barry Dowler	XXXXXX		
	Develop business links with an ICT focus	Maggie Dutton		XXXXXX	
	Work with Special / Nursery Schools to develop a suitable NAACEmark award	Barry Dowler	XXXXXX		
	Provide a training programme for school-based ICT technicians	Leonard Veenendaal		XXXXXX	
	Set up a technical consultancy group	Leonard Veenendaal	XXXXXX		

FOCUS 6	Area of activity	Contact	2003	2004	2005
	Audit good practice and areas for development	Brian Gale Barry Dowler	XXXXXX		
	Examine technical support for specialised resources	Leonard Veenendaal		XXXXXX	
	Examine arrangements for assessments	Brian Gale Barry Dowler		XXXXXX	
	Raise awareness of accessibility	Brian Gale Brian Harris	XXXXXX		
	Explore on-line learning as a resource for pupils based at home	Gareth Davies		XXXXXX	
	Examine the role recycled PCs can play in supporting learning	Leonard Veenendaal	XXXXXX		
	Seek funding to extend the Celebrating Language project	Paul Springford		XXXXXX	

Milestones

ICT Strategy for Schools and their Communities

FOCUS 7	Area of activity	Contact	2003	2004	2005
	Develop courses to support CPD for all staff in schools	Dorothy Davies			
	Develop accredited course provision	Dorothy Davies			
	Support Leadership in ICT programmes	Barry Dowler			
	Support whole school CPD planning	Dorothy Davies			
	Provide guidance for the provision of personal development ICT programmes	Dorothy Davies			
	Share effective practice in CPD	Dorothy Davies			
	Provide training for CCC staff	Dorothy Davies			
	Provide guidance for new initiatives	Dorothy Davies			

FOCUS 8	Area of activity	Contact	2003	2004	2005
	Provide guidance for the use of ICT to promote and support lifelong learning	Mike Hosking Barry Dowler...			
	Support the use of ICT to develop basic skills	Maggie Dutton			
	Support the delivery of accredited learning	Dorothy Davies			
	Support the creation of opportunities for learning with ICT that overcome barriers	Barry Dowler			
	Share schools' experiences, including DfES 'Pilot Extended Schools' in CCC	Barry Dowler			
	Support schools to develop community links as required within NAACEmark	Barry Dowler			

FOCUS 9	Area of activity	Contact	2003	2004	2005
	Provide advice on procurement, technical and software issues	Leonard Veenendaal			
	Provide a high quality helpline facility	Leonard Veenendaal			
	Work with BECTa to develop accredited career paths for technicians	Leonard Veenendaal			
	Provide guidance on technical standards	Leonard Veenendaal			
	Develop local pools of technical support	Leonard Veenendaal			
	Facilitate a training programme for school ICT technicians	Leonard Veenendaal			
	Establish a technical consultancy group	Leonard Veenendaal			

FOCUS 10	Area of activity	Contact	2003	2004	2005
	Examine development and research studies	Barry Dowler Paul Springford			
	Share a vision of a 'school of the future' and consult with interested parties	Brian Harris Barry Dowler Paul Springford			
	Examine the uses for new technologies	Barry Dowler Leonard Veenendaal			
	Examine the lifelong learning benefits that a 'school of the future' should deliver	Barry Dowler			
	Examine opportunities for changing working practices	Dorothy Davies			
	Examine opportunities for reducing workload	Dorothy Davies			
	Examine the contribution ICT can make to the creation of vibrant learning environments	Barry Dowler Paul Springford			

Milestones

ICT Strategy for Schools and their Communities



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ICT Service
42 West Street
Godmanchester
Huntingdon PE29 2HJ

Tel 01480 376655
Fax 01480 376660

ict.service@cambridgeshire.gov.uk

www.cambridgeshire.gov.uk

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