



Handsworth Wood Girls' School

eLearning Vision

November 2010

E-Learning Vision for Teaching and Learning

The main aim of this vision is to use ICT to support and develop the schools' core purpose of teaching and learning in order to raise students' achievement. It should also aspire to facilitate efficient completion of administration tasks using ICT.

We should aim to complete the following:

- ICT Technology to be transparent to the teacher, and consistent in approach across the school.
Teachers should be able to use the technology without having to think about the hardware and software configurations.
- Teachers and pupils to have access to networked computers, capable of effectively running up to date technologies, either in dedicated computer rooms or using flexible laptops with excellent wireless connectivity. *Access to computers should promote learning opportunities.*
- Sixth Formers should be provided with a school laptop which should be used for their learning in and out of school. *Sixth formers can be provided with notes, tasks and interactive learning resources through their laptops.*
- Departments to have a store of digital resources available through the Intranet or VLE. E.g. podcasting, video, sound recording, graphics.
These should be available for access when required, in or out of school.
- ICT should form an integral part of planning and preparation of lessons.
Use of ICT to prepare resources and lesson plans using generic plans.
- Departments' schemes of work and lesson resources available on the school's network/intranet and learning platform.
This will allow students access to the materials out of lesson time. For example they could be used by students who are absent from school in order that they don't fall behind. Can be used to extend G & T students by giving them access to more advanced topics and allow them to access future lessons. It can be used to help SEN students review the lessons that they have studied for that day so that they recap on key points and go through any work they didn't finish. This may involve a common template for schemes of work across departments to support students understanding them.
- Links to useful websites, other departments' work on related topics should be referenced in schemes of work and lesson plans.
This will give access to differentiated material – including extension material and will also help to develop more strongly cross-curricular links.

- Teachers to have access to a variety of ICT resources available to ensure that teaching and learning is personalised and engages all learners irrespective of ability, gender, ethnicity, special needs or learning styles.

This may include in addition to a laptop, printer and IWB, video cameras, digital cameras, visualiser for demonstrations, video conferencing with other schools and organisations, scanners, iPods, mobile phone technology. The inclusive nature of the school would benefit greatly from the use of ICT e.g. enhancing documentation for VI students, use of images to support understanding.

- Teaching and learning to include a variety of activities, supported by ICT. *Students using digital video, sound manipulation and expressive media in all subjects. Students to have opportunities to engage in collaborative learning within and outside of school, learning from and with each other, for example through the learning discussion forum. They will also be working and learning in a range of different teams during their time at school. Instant messaging and discussion opportunities would enhance the learning experience in most subjects. Problem solving activities through collaborative learning and research. Specific curriculum areas:*

- *Technology using CAD/CAM for prototyping, testing, construction, research and product analysis.*
- *Science using real-time monitoring and wireless sensing devices, consistent with technologies used in the field.*
- *Media accessing broadcast quality TV and radio, used internally and for external pod casting.*
- *Specialist art facilities include 3D graphics, modelling and animation.*
- *Students able to author music through packages such as GarageBand on Apple computers.*
- *Humanities and science employ global positioning system (GPS) location data, including data taken by learners on field trips and researched using existing databases.*
- *Language teaching and other subject areas employing collaborative real-time technologies, working with groups of students from different schools, countries and academic levels. Supporting technologies include multicasting, multipoint video conference, voice, application sharing, and presence such as instant messaging software.*
- *PE and sport using video technology to compare student performance with that of elite athletes.*
- *Maths delivered dynamically, supporting personalised learning and automated marking, ensuring students are set appropriate challenges. Work to tie in which numeracy across the curriculum, by providing appropriate links when maths-related challenges occur in other lessons.*
- *Students using their devices to provide themselves with guidance on how to gain marks in assessments, as well as accessing their targets.*

- *E-portfolios will empower students to share informal and formal learning, also serving as storage and recording facility for their work.*
- Extended study set to be recorded within schemes of work.
Allows students and parents to check extended study work that should be done. Alerts to appear on pupils' personal page on VLE reminding the student of deadlines for submission.
- Introduction of an electronic diary/calendar for all students and staff.
As each lesson will have extended study set in their SOW, this can be created automatically for each student. Parents will be able to check the extended study set for their child. This will also develop improved time management skills necessary for our students to be independent learners.
- Students to have the opportunity to manage services, projects and budgets that have a direct impact on others.
Students involved in leadership activities such as JSLA, STEM Leaders Award or Arts Leader Award would be using ICT to ensure the activity was a success.
- Ability for students to send work to staff and other students electronically, and to save their work in secure E-portfolios.
- Ability for staff to send work to students and other staff electronically.
- Ability for students to print work if necessary.
- Ability for students and staff to work safely. *Network is well protected from cyber threats, E-safety policies operate effectively and data protection / data backup systems such as Disaster Recovery Processes operate effectively.*
- Students and parents should be able to access a private area on the Internet where they can view current grades, predicted grades and any targets set by staff.
- Access to tracking data of students from a secure area, allowing staff the opportunity to access grades for their subject on a large spreadsheet that contains data from every subject area.
This will allow staff the ability to check how a student is progressing in other subjects and will allow students to be targeted for improvement. This information is key in supporting the role of the head of student progress.
- Completion of registers electronically, both for registration and lessons.
Can quickly see if students are truanting or are late.
- Storage of students' annual reports on private area on the Internet so parents can have access to previous years as a reference.

- Parents should be able to have access to attendance and behaviour data on their child, which would strengthen the partnership between the school and home.
- Fault reporting done electronically.
- All ICT resources, both hardware and software are appropriate for their purpose, are accurately registered, legally licensed and are part of a planned cycle of replacement.
- Staff are provided with appropriate opportunities to participate in CPD that supports their development in using ICT.
- The school website is an effective and positive communication tool for external visitors, and allows students, staff, parents, governors and other stakeholders to be able to access information and tools such as the VLE or email at any time.
- To achieve the ICT Mark demonstrating that HWGS has met a nationally recognised standard in ICT, across a range of indicators.