

A guide to ICT in the UK education system

Preparation for BETT 09

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1 Introduction

Du 14 à 17 janvier à Londres, une délégation représentative de l'industrie française du numérique éducatif s'exporte pour la deuxième année consécutive au BETT, l'un des événements majeur du secteur.

Cette initiative soutenue par le ministère de l'Education nationale est coordonnée par un ensemble de partenaires à nouveau réunis pour accompagner les exposants français au BETT sur un pavillon collectif. Les partenaires regroupent le pôle de compétitivité Cap Digital, la Chambre de Commerce et d'Industrie de Paris, l'Agence de Développement du Val de Marne, le cabinet PM Conseil et Ubifrance.

Douze entreprises et organisations françaises seront présentes sur le stand France - Cap Digital Paris Region: Auralog TELL ME MORE® ; ISIDOR; La Cité des Savoirs; ITOP; Encyclopædia Universalis; Lesite.tv; Eurosmart ; Nathan ; Hachette Livre - KNE ; Quizzbox ; l'INA et Tecnilab Multimédia.

Leurs principaux objectifs sont de présenter leurs solutions et savoir faire aux nombreux visiteurs britanniques et internationaux issus de la communauté éducative. Il s'agira également d'aller à la rencontre des professionnels de l'industrie largement représentés pour initier de nouveaux partenariats.

La visite du salon et les rencontres avec les exposants permettront par ailleurs d'identifier et de saisir les nouvelles tendances de l'industrie du numérique éducatif en perpétuelle évolution. Comprendre où en sont nos voisins britanniques dans le développement et le déploiement des ENT, des ressources numériques, des TBI, des ultra portables, ..., identifier les tendances et repérer les technologies et solutions émergentes, figurent ainsi parmi les objectifs que nous poursuivons au travers de cette initiative.

Pour préparer le BETT et mieux comprendre le système et la situation des TICE en Grande Bretagne, nous avons conçu avec ce guide avec Philip Collie de Schoolzone, l'un des spécialistes des TICE en Grande Bretagne.

Nous espérons que ce guide et les documents annexes vous permettront de bien préparer votre visite au BETT. Rdv à Londres du 14 au 17 janvier 2009 !

Bonne lecture
Philippe Méro
PM Conseil

2 The UK education system

The UK has four distinct regional education systems.

Responsibility has been delegated to individual parliaments or National Assemblies. For further information, see:

England: www.dcsf.gov.uk

Scotland: www.scotland.gov.uk

Wales: www.wales.gov.uk

Northern Ireland: www.deni.gov.uk

England has recently begun a programme of revision of its National Curriculum (<http://curriculum.qca.org.uk>). See [Appendix 1 - The Big Picture](#)

Primary schools follow National Strategies for Literacy and Numeracy - these have recently been revised and relaxed. The primary curriculum is currently under review, with a final report due in March 2009 and new programmes of study to be introduced in September 2011.

<http://curriculum.qca.org.uk/key-stages-1-and-2/Values-aims-and-purposes/primary-curriculum-review/index.aspx>

The Secondary curriculum is also undergoing a period of relatively minor change to accommodate the requirements of Every Child Matters and other strategies. For further details see section 2.5; for timetable see [Appendix 2 - Implementing the new secondary curriculum](#)

Scotland has its own education and examination and follows a completely different curriculum, with different stages and subject areas. The Scottish curriculum is currently going through a national review called A Curriculum for Excellence. <http://www.ltscotland.org.uk/index.asp>

Wales and Northern Ireland follow curricula more closely resembling the National Curriculum for England.

Wales is currently revising its curriculum - see

<http://new.wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/nationalcurriculum/?lang=en>

Northern Ireland is also undergoing a period of revision to introduce greater variation to cover religious tolerance, for example. <http://www.nicurriculum.org.uk/>

The education system in England, Wales and NI

The National Curriculum specifies the terms shown below. National examinations take place in the years shown in bold: SATs are taken in Y6 (English, maths and science); GCSEs (and other qualifications) are taken in Y11; A-levels are taken in Y13. Additionally, in KS1 there are Teacher Assessments in English, maths and science. AS-level examinations are taken in Y12: these have not been a success and are likely to be scrapped in a major review of the post 16 curriculum in 2012.

Age		Key Stage	Year	Phase	
18+				Further Education	
17-18			Y13		
16-17			Y12		
15-16	compulsory education	KS4	Y11	Secondary Schools	
14-15			Y10		
13-14		KS3	Y9		
12-13			Y8		
11-12			Y7		
10-11		KS2	Y6		Primary Schools
9-10			Y5		
8-9			Y4		
7-8			Y3		
6-7		KS1	Y2		
5-6	Y1				
4-5		R			
0-5		EYFS		Pre-school	

2.1 Size of the education system

In 2007:

- 33,900 maintained and independent schools in the UK
- 450 nurseries, 17,500 primaries, 3,400 secondaries, 1000 special, 500 PRU in England
- 9.8 million pupils in the UK
- 91% of pupils taught in maintained schools; 7% attend independent schools; 1% in special schools
- 519,800 full-time, qualified teachers in the UK
- 225,000 support staff in the UK
- 124 universities, 45 other higher education institutions and 459 further education colleges (96 were 6th Form Colleges)
- 4.5 million further education students in the UK. Three quarters of these are part time
- 2.5 million higher education students in the UK - 335,400 from overseas.
- 82% of 16 year olds and 69% of 17 year olds were in post-compulsory education.

(Statistics taken from *Statistics in Education: Education and Training Statistics for the United Kingdom 2007*, Department for Education and Skills, London)

3 Current policies and initiatives

3.1 Every Child Matters

(Policy in Practice Presentation: Thurs 15:00)

From the Children Act of 2004. It aims to ensure that services provided to the child, such as education and health, are joined up, so that abused and other vulnerable children don't "fall through the net".

Quality of service is to be measured against 5 outcomes:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Local Education Authorities (LEAs) are to be replaced by Children's Services

3.2 The Children's Plan

(Policy in Practice Presentation: Thurs 15:00)

The five principles of The Children's Plan are:

- Government does not bring up children - parents do. They need the support as well.
- All children have the potential to succeed
- All children need to enjoy childhood and grow up prepared for adult life
- Services need to be shaped by and responsive to children, young people and families
- Better to prevent failure rather than tackle a crisis later

Some actions promoted by The Children's Plan:

- More Children's Centres and nursery places
- Playing safely outside - £225 million for playgrounds
- Internet safety (Byron Review)
- Parents more involved: Real-time reporting
- Assessment: 'move to assessing when ready rather than at particular ages
- Personal tutors at secondary level
- Raising standards: Every Child a Reader, Every Child Counts, Every Child a Writer
- Flexibility in the primary curriculum: The Rose Review
- £18 million for SEN training, SEN Review 2009
- Teaching as a Masters level profession
- Stress on LAs taking action with failing schools
- New rules - easier for teachers to enforce discipline
- Vocational education for 21st century: Diplomas, raising school leaving age 10 18

For further details see [Appendix 4](#)

3.3 Academies

Academies are a new type of school and are located in areas of disadvantage: the Government hopes to have created around 300 by 2010. They either replace one or more existing schools facing challenging circumstances or are established where there is a need for additional school places.

Academies are publicly funded **independent** schools. Their independent status allows them the flexibility to be innovative and creative in their curriculum, staffing and governance. Academies, therefore, work in different ways from traditional LA schools.

Whether they involve new buildings, refurbishment, or both, Academies will be innovative in design and built to high environmental standards.

The initiative is surrounded by controversy and press coverage tends to be negative. Like BSF, this initiative involves partial funding by private companies and so may struggle in the current economic climate.

3.4 Building Schools for the Future, BSF

(PinP Presentation: Weds 11:30, Thurs 13:00)

Fourteen local education authority projects will spearhead the Government's Building Schools for the Future programme to rebuild or refurbish every secondary school in England.

- £9b for primary school refurbishment over next 15 years.
- £25b for secondary schools over next 10 years.

See: www.bsf.gov.uk and www.partnershipsforschools.org.uk

By 2011, every LA in England will have received funding to renew at least the school in greatest need. The remainder will have received resources through the Academies programme or Targeted Capital Fund.

By 2016, major rebuilding and remodelling projects (at least three schools) will have started in every LA.

3.5 Curriculum Review

(PinP Presentation: Thurs 15:30)

3.5.1 Secondary

Some changes to the National Curriculum were introduced in September 2008 (English, science, maths and ICT), with further subject changes in the next two years. The changes aim to stimulate more creative approaches. There should be increased flexibility in teaching subjects, and opportunities for young people to gain the knowledge and skills to succeed in learning life. It should allow for more creative approaches to teaching subjects, rather than being led by final examinations. New forms of assessment (*controlled assessments*) will replace coursework in many subjects.

Functional skills are now be part of core subjects at Key Stage 3. Programmes of Study contain separate sections on this but this may be challenging for teachers of subjects not usually associated with literacy or numeracy. For timetable see [Appendix 2](#)

3.5.2 Primary

A new primary framework for literacy and numeracy were introduced in September 2008 - it main changes were:

- Slimmed-down objectives.
- Primary schools given more freedom within the framework, although the various strands are still prescriptive.

New areas for resources include:

1. Synthetic phonics
2. Speaking and Listening
3. Drama
4. ICT in literacy
5. Problem-solving
6. Calculation issues

7. Oral and mental work
8. Whiteboard materials

See: www.qca.gov.uk

A major review of the Primary curriculum is currently underway. An interim report published in December 2008 indicated suggested changes, including:

- a curriculum reversion to provide six new areas of learning
- more opportunities to use and apply knowledge and skills across the curriculum
- a better record of children's achievements
- foreign languages should be taught in primary schools.

See: http://www.qca.org.uk/qca_15561.aspx

3.6 Learning platforms

(PinP Presentation: Thurs 12:00, 16:00)

Developments in this are being led by the Government's Harnessing Technology strategy which is allocating £41 million to local authorities.

By spring 2008 every pupil should have had access to a personalised online learning space with the potential to support an e-portfolio

By 2010 every school should have integrated learning and management systems (a comprehensive suite of learning platform technologies).

The procurement approach is for local authorities and/or regional broadband consortia (RBCs) to form collaborative arrangements that will meet national framework agreements. However many schools are not following this structure and have purchased learning platforms independently.

For an Executive Summary of Schoolzone's 2008 Learning Platforms research, see [Appendix 3](#)

3.7 Real-time reporting

(PinP Presentation: Thurs 12:00, 16:00)

Real-time reporting means parents have secure online access to information on their child's progress, achievement, attendance, behaviour and special educational needs, when and where they please.

All secondary schools are currently (from September 2008) expected to provide this information to parents. This should be at least once per term.

From September 2010 all secondary schools will need to offer parents real-time access to this information (including the opportunity for secure online access) wherever and whenever they want.

Primary schools must meet the basic requirement from September 2010 and the real-time requirement by 2012.

3.8 14-19 Diplomas

(PinP Presentation: Thurs 14:00, 15:30)

Diplomas are intended to provide an alternative to traditional learning styles through a combination of general education and applied learning to young people of all backgrounds and abilities.

The schedule for Diploma introduction is:



- September 2008: IT, Health and social care, Engineering, Creative and media, Construction and the built environment
- September 2009: Land-based and environmental, Manufacturing, Health and beauty, Business administration and finance, Hospitality and catering
- September 2010: Public services, Sport and leisure, Retail, Travel and Tourism

Diplomas are available at Levels 1, 2 and 3. In terms of workload and achievement, Level 1 will be broadly equivalent to 4-5 GCSEs and Level 2 to 5-6 GCSEs. Level 3 will be broadly equivalent to 3 A-levels although there will also be a smaller "Certificate" equivalent to 2 A levels.

Diplomas are delivered through consortia comprising schools, colleges and local businesses, with students moving between establishments. Uptake in this first year has been slow and the programme is beset with problems. However, there is a strong political will for this initiative to succeed.

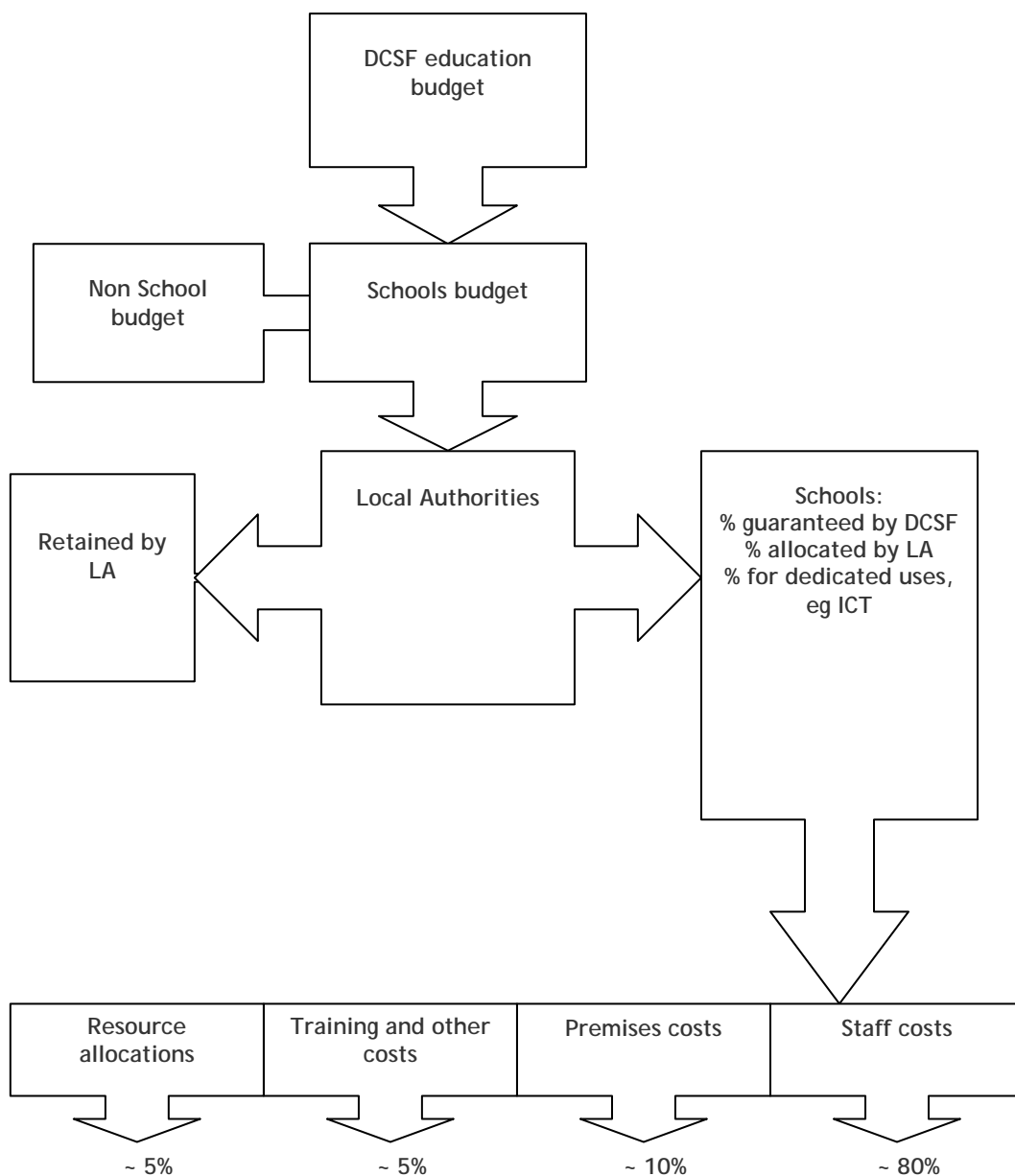
4 Funding

£62.8 billion in England (£32 billion in 1996-97) comprising:

- Nursery, Primary and secondary schools (DCSF) = £47.8 billion;
- Further and Higher Education (DIUS) = £12.5 billion.

For schools, this equates to around £6000 per pupil. Between 1999-2000 and 2005-06 total revenue funding per pupil increased by £1,650 per pupil. See [school_funding_settlement_08-11.pdf](#) attached for further details.

4.1 Funding routes



4.2 Spending comparisons:

School spending ICT routinely outstrips spending on books, though with introduction of new courses, many departments like to have the support of a good core text.

Many teachers have moved towards digital content as a result of the increased access to display technologies and school LAN networks (or learning platforms) which allow them to store, retrieve and share lesson resources more easily.

	Primary			Secondary		
	2005/06	2006/07	2007/08	2005/06	2006/07	2007/08
ICT hardware and software*						
<i>Average per school</i>	13,400	14,180	13,570	57,940	60,950	61,080
<i>Total for all English state schools</i>	259m	274m	263m	217m	228m	228m
<i>Per pupil spend (sample)</i>	60.90	64.40	59.85	65.07	68.30	68.50
<i>Change (%)</i>	+8.2%	+5.8	-4.5	+4.8%	+5.2	+0.2
* Excl. eLC spending						

Spending on books 2006/2007:

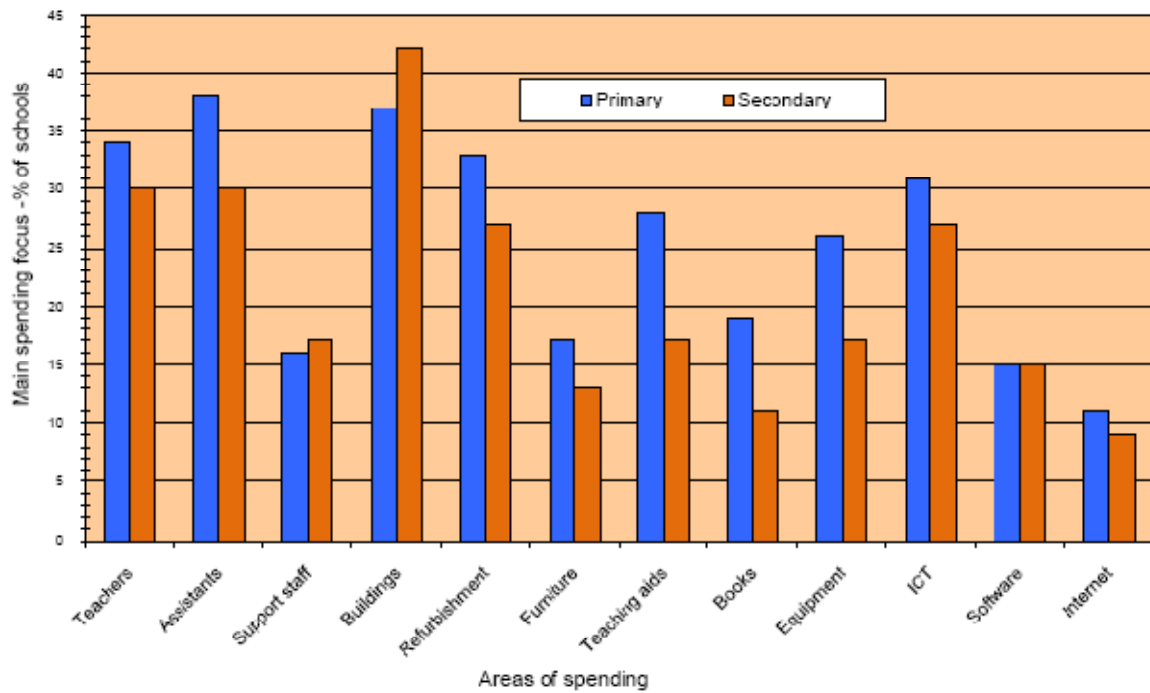
Primary: £3,870 per school

Secondary: £13,500 per school

Primary schools spent £80m on books in 2005-06 and secondary schools £90m, whereas all schools spent £435.3m on ICT resources, not including computers. Source: TES

Source: BESA

4.3 Spending priorities:



Source: BESA

5 Current drivers for ICT in schools

5.1 The Harnessing Technology strategy

In March 2005, the Government published the original Harnessing Technology strategy, designed by the (then) DfES to set out a five-year plan for a system-wide approach to the application of ICT in education, skills and children's services.

Since Harnessing Technology was first published, two new departments - the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) - have been formed, leading to a number of major policy developments. In the light of such changes and in order to address new system challenges, the strategy has been revised (Harnessing Technology: Next Generation Learning 2008-14 <http://publications.becta.org.uk/download.cfm?resID=37346>) with a focus on achieving greater value from technology for learners and supporting improvement and transformation. The revised strategy identifies five system outcomes against which impact of the strategy will be measured. These are:

- improved personalised learning experiences
- confident system leadership and innovation
- technology-confident, effective providers
- engaged and empowered learners
- enabling infrastructure and processes.

The Children's Plan, published in December 2007, aims to unify services which support children beyond school but has become a central policy for education. See section 2.2.

It has been stressed that the unifying theme of the Children's Plan is a partnership between schools and parents, and in this respect certain elements of the Harnessing Technology strategy, such as home access to computers, and school-parent communications, have taken on increased importance in 2008.

5.2 Capital Investments

Two substantial capital investment programmes are underway: in primary schools the Primary Capital Programme is supported by £1.9 billion of capital investment in the period 2008-11 and commits to renewing at least half of all primary school buildings by 2022-23; in secondary schools, the capital improvement programme started in 2005 and **Building Schools for the Future** (providing around £2 billion per year): by 2011, every local authority in England will have received funding to renew at least the school in greatest need. By 2016, major rebuilding and remodelling projects (at least three schools) will have started in every LA.

BSF is currently struggling to find financial support from private companies - an essential ingredient - owing to the global downturn. ICT infrastructure plays an important in these initiatives.

5.3 Personalisation of learning

This has been a significant initiative in schools for the past few years. This involves allowing learners to have a greater say in how they learn and to have access to resources which are best suited to their own ways of learning. School leaders tend to see the use of ICT as a key strategy for providing greater personalisation - often they consider that using ICT provides this *per se*, regardless of how learners use it. However, there are signs that this initiative is beginning to wane. Having the ICT infrastructure in place and developing the necessary teacher skills appear to be more important priorities now. Teachers have mixed views about the impact of ICT on personalising learning.

5.4 Improvement plans

Ofsted (www.ofsted.gov.uk) is the body which inspects schools on behalf of the government on an ongoing basis. There is a three year cycle for the inspection of schools, and a school normally receives two clear working days' notice of the inspection visit. The school's online **Self-Evaluation Form** (see example SEF document, [SEF.pdf](#)) provides the starting point for inspectors, and the views of pupils, parents and other stakeholders are taken into account. Inspection visits last two to three days.

After each inspection and also on an annual basis, schools update their **School Improvement Plans** (See example, [SIP.pdf](#)) which are statements about how the school aims to address any areas of weakness as identified by Ofsted.

To support school improvement, leadership teams tend to work to their own action plans. Most schools have a written strategy or **improvement plan for ICT** and/or e-learning (See example [ICT_action_plan.doc](#)), and generally these are reviewed on an annual basis. Local authorities and ICT consultants or advisers are key sources of information for many schools, influencing their ICT strategies or improvement plans.

6 Current provision of ICT in schools

6.1 Access

Schools have received extensive funding specifically for educational software or other digital learning resources in recent years and are now awash with these materials and this has caused a downturn in this sector of the market. The introduction of learning platforms offers a new route to provision of (disaggregated) digital learning resources and so content providers are keen to monitor the progress of this initiative. For an Executive Summary of Schoolzone's 2008 Learning Platforms research, see [Appendix 3](#)

Schools are increasingly well provided with hardware: 52% of primary and 60% of secondary schools indicate that they are well equipped with **desktop computers**¹.

In primary schools in 2008, there was an average of 13.9 pupils to every desktop computer and an average of 31.8 pupils for every laptop. In secondary schools, there were on average of 4.3 pupils for every desktop computer, but an average of 61.4 pupils for every laptop².

For **laptop computers**, schools continue to feel under-equipped with only 29% of primary and 27% of secondary schools suggesting that they are well-equipped¹.

94 per cent of secondary schools and 69 per cent of primary schools have computers that are connected to a **network**².

Internet connectivity is now widespread in schools, with 99% of schools connected. This is not always of high quality however, and only 60% of primary and 46% of secondary schools feel well-equipped with broadband access¹.

Access to learning platforms by schools is increasing, particularly in secondary schools. The most common uses for a learning platform are, firstly, as a repository for documents for learning and teaching and, secondly, as a store for digital learning resources.

Online curriculum software has seen something of a resurgence as schools have begun to trust the continuity of access to subscription services, have improved internet access and adopt learning platforms. A third of primary and secondary schools have an extensive requirement for online curriculum software.

6.2 Current use of technology for teaching and learning

Interactive whiteboards are the dominant technology in schools, and technology continues to be used primarily for presentational purposes. Display technologies are important, but there is scope for encouraging more engaged and interactive forms of teaching and learning using ICT.

Mobile devices

There is considerable scope for the further development of learning flexibility based on increasing the use of mobile devices. The technology infrastructure in schools is developing to support this, with wireless connections being available in around half of schools, although coverage within schools may be restricted by range and security concerns. Interactive whiteboard companies have become major providers as they see sales of their existing products begin to slow.

Digital learning resources

Teachers' use of digital learning resources, especially self-created resources, is increasing, with a quarter of teachers uploading such resources at least once a week.

e-assessment

In many respects, at a national level, the development of e-assessment is still in its early stages. Technology tends to be used for reporting pupils' progress rather than for interactive forms of assessment.

For trend data relating to ICT provision in schools, please see Appendix 6

6.3 Confidence and continuing professional development

The majority of teachers, across all sectors, are confident and enthusiastic about using ICT. Teachers are largely positive about the potential contribution of new technologies to learning. For example, around three-fifths of teachers agree that pupils enjoy lessons more if they use ICT than if they do not¹.

Informal, in-school ICT support from colleagues is the form of training rated most positively by teachers. Almost all teachers have accessed this form of support in the past year, and most describe it as a good form of training.

6.4 Home access

Secondary schools have the highest level of home access: only 17 per cent of their students do not have access; primary schools reported 27 per cent of pupils not having home access, and special schools reported 44 per cent of students not having home access¹.

6.5 Priorities for ICT

Using learning platforms is a priority in the current year for just over half of secondary schools, just over one-quarter of primary schools, and just under one-third of special schools.

Improving communication with parents remains a high priority for around one-third of primary schools and just under half of secondary schools.

Using technology for personalising learning is a priority for 40 per cent of secondary schools this year compared with one-quarter of primary schools¹.

e-portfolios. The Government's Harnessing Technology strategy aimed to provide all pupils with a secure area for storing their work by March 2008. This was not met, with around 90 per cent of secondary schools and 49% per cent of primary schools doing so.

7 Changes to curriculum and assessment

Curriculum change is a traditional driver for schools to purchase new resources. Forthcoming changes to the current system of curriculum and assessment include:

Abolition of Key Stage 3 Standard Assessments Tests: Following extensive delays to the publication of results in 2008, KS3 SATs were scrapped. Consultations are currently underway to find a replacement system - expected to be a form of School Report Card (See Sample school report card, [Appendix 5](#)).

Primary Curriculum review: An interim report published in December 2008 indicated suggested changes, including:

- a curriculum reversion to provide six new areas of learning
- more opportunities to use and apply knowledge and skills across the curriculum
- a better record of children's achievements
- foreign languages should be taught in primary schools.

The National Challenge will work with headteachers in the worst 480 schools to improve standards, backed by £400 million. This will involve a programme of actions and greater focus on improving the lowest GCSE grades. It is based on the success of a pilot with the lowest performing schools in London.

Diplomas offering more vocational routes to qualification for 14-19 year olds were launched in September 2008, though with only limited success. These involve much closer collaboration between schools, FE colleges and businesses - it is this aspect which has caused greatest problems. Numbers of students taking up the courses have been lower than expected (only around 16,000) and now businesses, struggling in the economic downturn, are showing signs of pulling out of partnerships. The DCSF hopes to double the number of students in the next year.

The Education and Skills Bill was passed in November 2008 which will mean that all young people will stay in education or training until the age of 18 from 2015 and more adults across England will be given the legal right to free training

GCSE review. Planned changes to some subject areas are intended to support the vocational approach adopted by Diploma courses at 14 - 19. The following are the main changes or expectations for change in the most relevant subject areas.

Modern Foreign Languages from 2009

Specifications are agreed and new courses are imminent. The major changes are:

- reduced compulsory topic coverage
- more motivating and relevant to KS4 learners
- reduced vocabulary load.

Speaking and writing will be tested using *controlled assessments*, rather than being externally set and marked. There will be greater flexibility in both content choice and styles of assessment; for example, it will be possible to assess students working in pairs, groups and even on location in the target culture.

English - under consultation: due in 2010

The draft criteria offer three potential GCSEs as opposed to the current two: English Literature, English Language and English. Students must be entered at the end of KS4 for either *English* or *English Literature & English Language* (combinations such as English and English Literature are prohibited).

This offers a new, lower level of English qualification. *English* GCSE is divided into two parts: English in the daily world and English in the world of the imagination. Responses to literary texts make up 20% of the whole, although the new GCSE stipulates that students read 'a rich range of prose, poetry and drama'. Sixty per cent of the specification will be examined through controlled assessment.

Maths - under consultation: due in 2010

GCSE Maths will incorporate functional maths. Functional maths is typified by an emphasis on mathematical problem-solving within contextual situations. The current likelihood is that this GCSE will look quite similar to the one at present in terms of actual content, though the assessment is likely to be considerably more skills-based and less content-based.

It is being proposed by QCA that exam boards should only offer a single specification, rather than the current norm of linear and modular, unless they can justify having two specs.

In addition, a second GCSE in maths is being considered at present, and if this happens it will most likely be introduced in 2011. The second GCSE is likely to have an emphasis on thinking skills rather than new content, and although it is optional there is an expectation that around two-thirds of candidates will take it up. It is expected that candidates taking the second GCSE will be stronger, and will go on to A-level, although the first GCSE should still provide a minimum requirement for candidates wishing to do A-level.

8 References

1. Information and Communication Technology in UK State Schools
BESA, September 2008 <http://www.besa.org.uk/besa/documents/view.jsp?item=1158>

See also: [ICT2008_summary.pdf](#)

2. Harnessing Technology: Schools Survey 2008, Becta, September 2008
http://schools.becta.org.uk/upload-dir/downloads/page_documents/research/ht_schools_survey08_analysis.doc

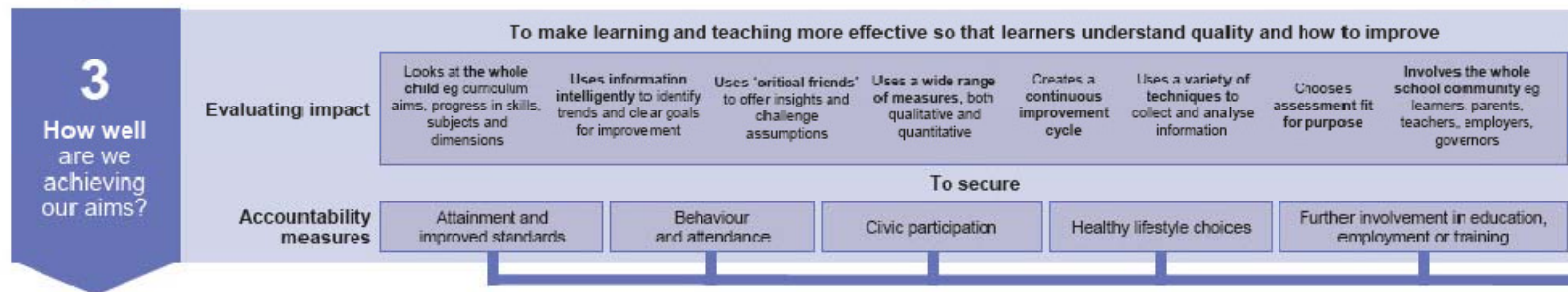
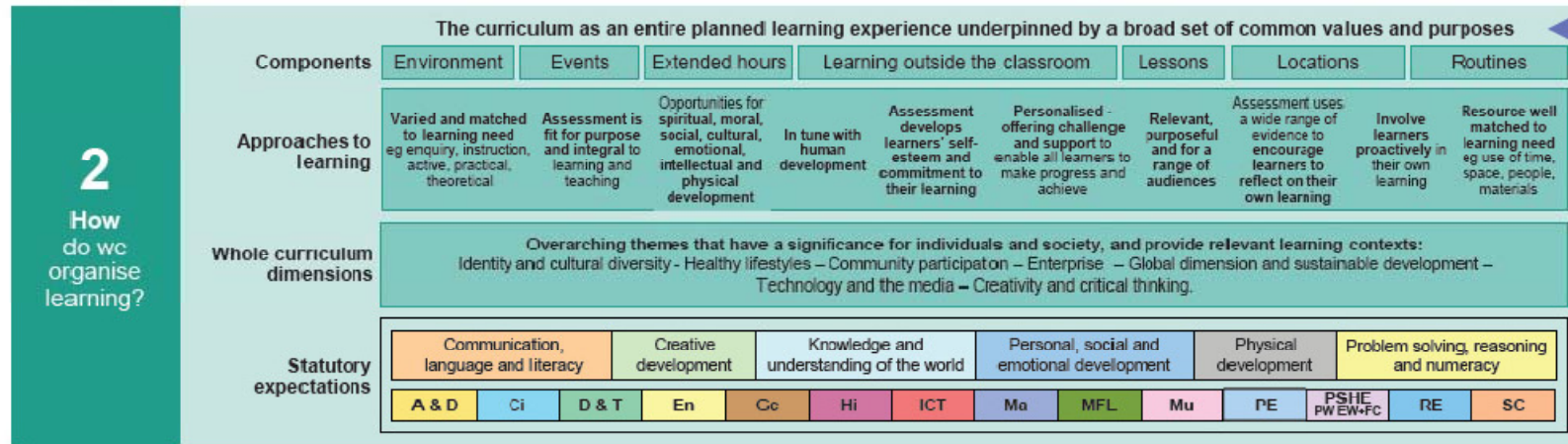
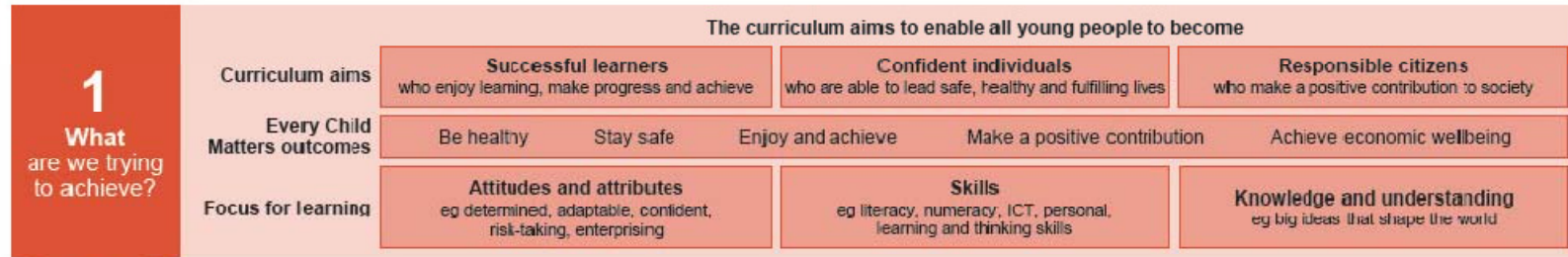
See also: [Harnessing_Technology_review08_summary-1.pdf](#)

Appendix 1:

A big picture of the curriculum



Three key questions



Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)



Appendix 2:

Implementing the new secondary curriculum



National Curriculum

The national curriculum applies to all pupils of compulsory school age in community and foundation schools, including community special schools and foundation and voluntary-controlled schools.

Key stage 3

What is statutory?

The statutory subjects that key stage 3 pupils must study are:

- art and design
- citizenship
- design and technology
- English
- geography
- history
- information and communication technology
- mathematics
- modern foreign languages
- music
- physical education
- science.

The teaching of religious education, sex education and careers education is also statutory.

Non-statutory programmes of study

To support the teaching of religious education, sex education and careers education, there are non-statutory programmes of study for:

- religious education, based on the framework for religious education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

Timetable for implementation

New programmes of study to be implemented from September 2008 with all year 7 pupils.

This cohort will be the first pupils to experience the new programmes of study in year 8 (from September 2009) and in year 9 (from September 2010).

In summer 2011 they will be assessed using the new attainment targets for the first time.

Key stage 4

What is statutory at key stage 4?

The statutory subjects that key stage 4 pupils must study are:

- citizenship
- English
- information and communication technology
- mathematics
- physical education
- science.

The teaching of religious education, sex education, careers education and work-related learning is also statutory.

Non-statutory programmes of study

To support the teaching of religious education, sex education, careers education and work-related learning, there are non-statutory programmes of study for:

- religious education, based on the framework for religious education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

Key stage 4 entitlement

All key stage 4 students are also entitled to follow a course of study in a subject within each of the following four entitlement areas:

- arts (comprising art and design, music, dance, drama and media arts)
- design and technology
- humanities (comprising geography and history)
- modern foreign languages.

Key stage 4 students also have a statutory entitlement to have access to a course of study leading to at least two science GCSEs: either science GCSE and additional science GCSE; or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, not instead of, the above.

Timetable for implementation

September 2009: new programmes of study for citizenship and PE to be implemented with all year 10 students

September 2010: new programmes of study for English, mathematics and ICT to be implemented with all year 10 students (coinciding with the introduction of new GCSEs in these subjects)

Appendix 3:

Learning Platforms 2008 - Executive summary

In it's Harnessing Technology: Schools Survey 2008 report, Becta notes that "the landscape has not changed dramatically since 2007" and this report concurs in the majority of details.

There is, as Becta note, "continued improvement in the ICT infrastructure and in the numbers of devices available for schools"; network and internet access continue to improve and as BESA also note, confidence in using ICT continues to grow as teachers use it more for their own purposes.

Access to learning platforms has increased during the past year and there have been one or two winners and losers in the competition for business.

Schools are using their learning platforms more extensively, though this growth in extent of use has not necessarily been mirrored in an increase in the use of more sophisticated features.

Teachers use learning platforms more frequently than do learners and they generally find them relatively easy to use; secondary teachers use their platforms more frequently than do primary colleagues.

Use of these systems seems to be largely dominated by those activities which support "traditional" teaching and learning - storing and sharing worksheets and assessment activities for example, but there are signs that pupil use from home is becoming more important.

Messages for content developers are mixed: schools seem to express no particular preference for any level of disaggregation and their criteria for software choice are apparently unrelated to their learning platform.

Choice of learning platforms is generally influenced by local authorities' recommendations although schools' own priorities for them do not match those which might be expected of LAs - interoperability and LA access.

Combined, these findings show a gradual growth in provision, confidence and access, with primary schools perhaps advancing (though from behind) at a greater rate than secondaries. The slow rate of progress though, means that the impact on schools to date has been slight; however the perception of (a relatively small majority of) teachers is that there is some benefit to teaching and learning.

Content providers who are targeting business activities towards nationwide implementation of Harnessing Technology can take some reassurance that schools are moving towards more widespread adoption and use of learning platforms. There is increased confidence that the 2010 targets will be met.

Meanwhile, there appears to be no great demand for adjacent technologies such as mobile learning devices and no equivalent revolution to the rise in interactive whiteboards in primary schools can be anticipated.

Schoolzone recommends that content providers continue to make provision for widespread access to learning platforms (for example by disaggregating and meta-tagging content) but that expectations for income arising from their introductions should remain conservative.

Full report, Annual study - VLEs and LPs: The impact in UK Schools, available at:
http://www.schoolzone.co.uk/business/syndicated_research.asp

Appendix 4:

Children's plan 2009 aims

Happy and healthy

- Enshrine in law our commitment to eradicate **child poverty** by 2020, and publish a route map for achieving this
- Extend our offer of a **free childcare** place to more 2-year-olds, making sure more children benefit from early learning
- Introduce new ways to support parents at times when their **relationships** come under strain, and give more support to children when family relationships break down
- Publish a new **child health strategy**, *Healthy Lives, Brighter Futures*, to improve children's health services and set out plans to expand Family Nurse Partnerships
- Take forward the recommendations of the **CAMHS** review, and increase the number of areas in which mental health services for young people are provided through schools to 55 new areas, as part of our plan to make this nationally available by 2011
- Continue to invest in **creating exciting spaces and activities** that children and young people want to get involved with, with plans to deliver 500 new playgrounds by April 2009
- Further expand the number of **short breaks for disabled children and their families**, including those with the most acute needs

Safe and sound

- Respond to Lord Laming's report to **strengthen the arrangements for safeguarding children**
- Establish a new taskforce to **strengthen and reform the social work profession**, because social workers play a vital role in keeping some of our most vulnerable children safe
- Respond to the independent review of the **impact of the commercial world on children's wellbeing** which will report in the spring; and require schools to record all incidents of **bullying**

Excellence and equity

- Work with schools to **help more parents get involved in their child's learning**, for example by ensuring that all new teachers are trained to work with parents
- Sir Jim Rose will make his final recommendations on the **primary curriculum** to create fresh momentum in raising standards in primary schools, strengthening subject knowledge alongside improved skills and understanding for children
- Schools will begin to offer **one-to-one tuition** on a national basis for children aged 7 to 14 and more young people will benefit from personal tutors
- Begin to invest an additional £31 million to demonstrate best practice in improving outcomes for children with **special educational needs**, raising schools' expectations and aspirations for these children

- Take forward John Bercow's recommendations on **improving speech, language and communication provision**, backed by an additional £12 million

Leadership and collaboration

- Publish a strategy to help all **primary schools** to improve and ensure no child is left behind
- **National Challenge** advisers will work with headteachers to improve standards in their schools, backed by £400 million
- The new **Masters in Teaching and Learning** will be available to teachers in National Challenge schools to improve their professional skills and subject knowledge
- Set out next steps on achieving our **vision for schools to deliver a 21st century service**, with greater co-location of services and greater partnership between schools and other services - with a new School Report Card to help parents understand how their local schools are performing and a Schools White Paper in the spring

Staying on

- Introduce **five more Diplomas** and a **national apprenticeships service to double the number of Apprenticeships**, so even more young people can make learning choices that will take them on to future success.

On the right track

- Publish, for the first time, guidelines on young people's **alcohol consumption**, helping parents to help their children make sensible decisions about the amount they drink
- Extend the **Family Intervention Project** into more areas, to work with the most challenging families where children and young people are at risk of poor outcomes
- Ensure more **youth facilities** are open on Friday and Saturday nights


Making it happen


- Legislate to strengthen Children's Trusts in every local area to ensure that all local services - including schools, health services and the police - work together to improve outcomes for children and young people

<http://www.dcsf.gov.uk/oneyearon/ae/uploads/documents/progress.pdf>


Appendix 5:

Sample School Report Card





School Report Card 2008 - 2009




Borchester Green School
Borsetshire County Council

Head teacher: Camilla Fritton
Age range: 00 - 00 Students: 0000

The School's website: <http://www.>
Further information on the way the score are calculated is available at <http://www.ofsted.gov.uk>

Outcomes for ages 00 - 00

Overall score **A**
x out of y



ATTAINMENT
x out of y

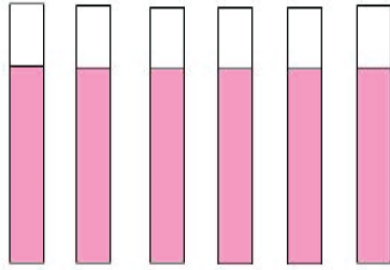
PUPIL PROGRESS
x out of y

WIDER OUTCOMES
x out of y

NARROWING GAPS
x out of y

PARENTS' VIEWS
x out of y

PUPILS' VIEWS
x out of y



How Scoring is worked out

Schools are assigned an overall letter score. The points for each score in 2008 - 09 were:

Rating	Range
A	y to z
B	x to y
C	w to x
D	v to w
E	u to v

Direction of Travel

Information on whether the school's performance has improved, declined, or remained the same in recent years.

Partnership Working

A measure of how well the school has contributed to its local partnerships

Early Years Foundation Stage or Sixth Form Provision

A measure of the effectiveness of the school's provision for Early Years Foundation Stage or its sixth form.

OUTCOME OF THE SCHOOL'S LAST INSPECTION BY OFSTED

This school was last inspected on 00 December 2008. Its overall effectiveness was judged to be GOOD (grade 2) its capacity for improvement was judged to be GOOD (grade 2)

The full inspection report can be seen at <http://www.ofsted.gov.uk> The key judgements are given below:

Achievement	Good (grade 2)
Personal development and well-being	Good (grade 2)
Teaching and learning	Good (grade 2)
Leadership and management	Good (grade 2)

NB The wording of key judgements may change when a new inspection framework is introduced in September 2009

THIS EXAMPLE IS FOR ILLUSTRATIVE PURPOSES ONLY

Appendix 6: ICT provision in schools

Internet connections

Primary	2002	2005	2006	2007	2008
% of all schools	98.4%	99.8%	99.8%	99.8%	99.9%
Connected computers	376,800	722,000	842,000	922,000	980,000
Units per connected school	16.6	31.4	36.5	39.9	42.5

Secondary	2002	2005	2006	2007	2008
% of all schools	99.6%	99.9%	99.9%	99.9%	99.9%
Connected computers	642,600	988,700	1,046,000	1,090,000	1,210,000
Units per connected school	142.8	218.0	231.4	239.6	274.4

Teacher confidence and competence in ICT

	2002	2005	2006	2007	2008
Primary	68.4%	68.0%	78.1%	80.2%	74.6%
Secondary	54.6%	59.2%	60.6%	68.1%	60.7%

ICT budgets (excluding curriculum software)

Primary	2002	2005	2006	2007	2008
Av. per school	£9,600	£13,020	£13,830	£13,980	£15,160
Total est. spend	£221.3m	£300.1m	£318.8m	£322.9m	£350.2m
Change	+£43.8m	+£35.9m	+£18.7m	+£4.1m	+£27.3m
% change	+24.7%	+13.6%	+6.2%	+1.2%	+8.4%

Secondary	2002	2005	2006	2007	2008
Av. per school	£42,900	£55,730	£59,340	£62,200	£65,400
Total est. spend	£193.8m	£251.9m	£268.2m	£281.1m	£294.0m
Change	+£34.2m	+£14.1m	+£16.3m	+£12.9m	+£12.9m
% change	+21.4%	+5.9%	+6.5%	+4.8%	+5.1%

Computer numbers

Primary	2002	2005	2006	2007	2008
No. of desktops	496,000	673,300	716,600	734,800	748,400
Computers per school	21.5	29.2	31.1	31.8	32.4
No. of laptops	87,100	290,600	329,800	355,500	398,900
Computers per school	3.8	12.6	14.3	15.4	17.3
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Secondary	2002	2005	2006	2007	2008
No. of desktops	695,200	896,300	904,000	963,600	1,043,400
Computers per school	153.8	198.3	200.0	213.2	236.6
No. of laptops	86,900	243,000	285,200	313,700	355,400
Computers per school	19.4	53.7	63.1	69.4	80.6

Networked computers

Primary	2002	2005	2006	2007	2008
% of schools with networks	88.1%	96.3%	96.6%	97.2%	98.6%
Est. schools with networks	20,300	22,200	22,300	22,460	22,780
Est. no. of client units	347,000	728,200	868,000	946,000	1,059,300
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Secondary	2002	2005	2006	2007	2008
% of schools with networks	98.5%	99.8%	99.8%	99.8%	99.9%
Est. schools with networks	4,450	4,520	4,520	4,520	4,400
Est. no. of client units	624,300	1,027,400	1,117,000	1,165,000	1,293,600

Source: BESA

Attachments

Further reading:

Harnessing_Technology_review08_summary-1.pdf
ht_schools_survey08_analysis.doc
ICT2008_summary.pdf
school_funding_settlement_08-11.pdf

Sample school documentation:

ICT_action_plan.doc
SEF.pdf
SIP.pdf

BETT Guide:

Seminar Guide.doc
Exhibitor guide.doc



2009

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