





Contents

Page 2	Why use ICT?
Page 4	ICT in primary schools
Page 6	www.curriculumonline.gov.uk
Page 8	Exemplar Products
Page 10	eLCs and how to spend them
Page 12	Smart spending guide
Page 16	Evaluations and reviews
Page 17	The role of your local authority
Page 18	Further information

'Pupils found the whole multimedia experience very motivating. I was impressed by the support pack, which contains very useful teaching materials.'

Teacher review of a Year 6 primary multimedia resource



'This is a perfect example of how ICT can be used to its greatest effect. Children can record their compositions, listen to them and edit them so easily in order to improve them.'

Schoolzone product evaluation of a primary music resource



Inside

Quality ICT and multimedia resources can have a positive impact on learning and teaching. **Pages 2–3**

A wide range of initiatives are available to help primary practitioners and leaders integrate ICT effectively into the classroom. **Pages 4–5**

One such initiative is the **Curriculum Online website**, a convenient and comprehensive way to find out what multimedia resources are available to support your lessons. Use it to compare and contrast software products, and to check their suitability for your teaching objectives and your ICT set-up. A third of the resources catalogued on the site are free. **Pages 6–7**

Your school's eLC budget can also help. Individual schools receive eLCs specifically to spend on any of the priced resources listed on the **Curriculum Online website**. **Pages 10–11**

Why use ICT?

Because it works. ICT (Information and Communications Technology) has been shown to improve learning and teaching in the classroom. Here we look at the benefits and the evidence...



Why use ICT in the classroom?

Technology is an intrinsic part of our everyday lives, and children love to use it to play and learn. It's no surprise that ICT in the classroom has been linked with positive improvements in attainment and motivation (see next panel).

There are many potential benefits to using ICT in teaching and learning:

- ICT provides new ways for teachers to teach
- ICT enables teachers to be more creative in their lesson planning, to pool ideas and develop skills with others within the school – as well as through collaboration with other schools
- ICT can make subjects more accessible to children, broadening their horizons and allowing them to achieve
- ICT is adaptable to different learning styles
- ICT can help children think in a different way and be more creative in their problem-solving
- ICT can bring lessons to life!

ICT and achievement...

ICT advances learning...

Research* shows that pupils who make frequent use of computers – in or out of school – enjoy both greater motivation to learn and higher levels of achievement.

In October 2002, the ImpaCT2 study found that ICT raised standards in schools. For example, at Key Stage 2 this may be interpreted as the equivalent to a whole term's extra progress.

High ICT use may be interpreted as bringing pupils an extra 3.12 National Test marks (or 0.16 of a National Curriculum level) at Key Stage 2 English.

...and enriches teaching

The impact of ICT on teaching is satisfactory or better in 77% of all schools visited (primary and secondary), according to an Ofsted report** on the subject. Inspectors report that the quality of teaching in lessons where ICT is used has also improved, with 59% of lessons rated as good or better.

Says Chief Inspector of Schools David Bell: 'ICT resources in schools are now at record levels and compare well with other countries. This is a great achievement that is reaping benefits for pupils and staff alike.'

* ImpaCT2 study, DfES, 2002

** ICT in schools 2004: the impact of government initiatives five years on

Did you know?

The average primary school has **32 computers** used for learning and teaching.

That's **one computer** for approximately every **eight** children.

63% of primary schools have electronic whiteboards.

The average number of interactive whiteboards per primary school is **two**.

85% of teachers say they feel confident about using ICT.

Source:
ICT in Schools Survey, 2004

'As a teacher and ICT co-ordinator, teaching with ICT is really exciting. Hopefully now, too, we're well past the days when children simply used computers to write up their work.'

'At Ashleigh, we have a laptop trolley with eight laptops and 27 PCs. We just wheel the laptop trolley round to wherever we've got three or four computers in a classroom, and that can give you 12 machines, all networked. So you can have 12 or 24 children doing some really dedicated ICT work all at once.'

'Children respond particularly well to machines, and it's good to have a balance between teachers and computers. ICT means interacting – it demands a more active response from the child.'

Sue Sweet, Head of Ashleigh Infant School, Wymondham, Norfolk

ICT in primary schools

There's a whole range of ICT support, materials and training to help you and your school use ICT to enrich learning and teaching across the curriculum. This support has been developed by Becta and the DfES in partnership with a range of experts, including the subject associations, the Primary National Strategy team and NCSL.

Advice and Support

Becta's school website at <http://www.becta.org.uk/schools> provides all those who work in the schools sector with advice and support services for learning and teaching, and managing with ICT. It also provides services and tools to help make effective use of ICT in the classroom and to implement and manage ICT across the whole school.

ICT curriculum support

The primary curriculum area of the ICT Advice website at <http://www.becta.org.uk/schools/primary> offers practical advice about embedding ICT in primary learning and teaching.

Example Materials CD-Roms

The Example Material CDs use video clips, lesson outlines and pedagogical analysis to present real-life examples of the positive impact of ICT and multimedia resources used in primary school classrooms. See children, teachers, early-years practitioners and teaching assistants using

a wide range of equipment – laptops and stand-alone PCs, interactive whiteboards, digital photography, video and more. For details of how to order, see p20.

Ask an Expert

The opportunity to put your questions direct to a panel of experts on ICT in the curriculum and general topics relating to ICT in education. <http://www.becta.org.uk/schools/askanexpert>

Resources for teaching

As well as Curriculum Online at <http://www.curriculumonline.gov.uk>, these other online services are available for teachers to find resources:

- **Teacher Resource Exchange at <http://tre.ngfl.gov.uk>** offers access to a moderated database of teacher-created resources.

eLCs

Cash for schools to buy multimedia resources. Full details, p10.

Leadership training

Heads can benefit from the Strategic Leadership in ICT (SLICT) course run by NCSL. For contact details, see p19.

Hands on Support

A mentoring scheme which offers teachers one-to-one classroom based support, using their own school equipment. For details, see p18.

Technical support

Without effective technical support, teachers and learners cannot get the best from ICT. Advice and guidance is available to help schools.

For contact details, see p19.

The benefits of broadband

Evidence from lesson observation in the evaluation of broadband* indicates that increased bandwidth can result in improved pace of lessons and use of time, increased pupil motivation for ICT work, and better quality lesson outcomes. The key benefits of using broadband identified from the research are summarised in a review of the literature**as:

- enhancing the learning experience
- improving co-operation between educational institutions
- delivering new potentialities, such as delivering real-time satellite images into the classroom
- improving efficiencies in existing educational provision.

Ofsted maintains that increased bandwidth, and broadband in particular, has:

...had a significant impact on the quality and range of work that schools can undertake. In particular, it has made systems faster and more robust.

The broadband rollout programme is being supported by the development of the National Education Network. This is a national network consisting of linked RBC (Regional Broadband Consortia) and local authority networks. The Network will offer enhanced support for the delivery of media-rich content and increased support for the use of collaborative applications.

* Ofsted 2004: *Connecting with Broadband: Evidence from the Field*
** Ofsted 2003: *Connecting with Broadband: Becta-sponsored Pilot Investigation of Broadband Technology Impacts in Schools: Literature Review*

'The use of ICT has helped to raise standards in this school – there has been a leap in KS2 results, a 5% leap in mathematics and a 13% leap in literacy. Writing results are also 20% up. The electronic whiteboards have assisted teachers who find interactive teaching programmes very helpful. They have used these programmes in, for example, teaching mathematics – demonstrating shapes, space and measures – and have found the ability to annotate information very useful.'

Headteacher, Primary School in the Southwest

www.curriculumonline.gov.uk

Bringing teaching professionals and multimedia resources together

We've already seen the many benefits of ICT in the classroom. Quality teaching and effective multimedia resources make a very powerful combination.

But how do you know what's available? Where can you compare and contrast these computer-based learning materials? How do you know if a given resource supports the learning objective you want to teach – or whether it's compatible with your school's ICT?



That's where the Curriculum Online website comes in...

What is Curriculum Online?

The Curriculum Online website is a convenient and comprehensive way to find out what multimedia resources are available to support your lessons.

Use it to compare and contrast software products, and to check their suitability for your teaching objectives and your ICT set-up. All these products are linked to the English curriculum. A third of the resources catalogued on the site are free.

Your school can use its eLC money (electronic Learning Credits) to pay for any of the priced resources catalogued on the site. For more information about spending your eLCs see p10–15.

'I can now go to one website to search for resources, where before I had to look through a number of catalogues. I found products I was unaware of, specific to my needs, that are not in the catalogues. I ordered products at 11pm one Wednesday night – they were at school on the Friday morning!' Teacher feedback, Curriculum Online

Search and find

Curriculum Online has been designed to help you find the right educational resource for your specific lesson, subject area or scheme of work as easily as possible. On the site, you can search for a resource by:

- subject
- its title
- size of resource (from material for a single lesson or learning point to whole-school projects)
- by supplier (using the A-Z directory).

You can also opt to browse resources for your subject linked to:

- a National Curriculum Programme of Study
- a QCA Scheme of Work.

You can target your search on a specific area such as:

- Special Educational Needs (SEN) resources only
- free resources only
- electronic whiteboard resources only.

Compare and contrast

The website details resources for all of the core subjects of the National Curriculum and more. Results are ranked by their relevance to your search, so the most appropriate products appear higher up your list.

You tell the site what you're looking for, and you can then study the details of the resources which come up matching your requirements. Information about the resource will be broken down into various areas, such as:

- teaching guidance
- technical details
- licensing information
- product images/demos
- links to suppliers.

If you find a resource you're interested in, you can link to a supplier's site to make an order. Or you can email your recommendations to whoever purchases products on your behalf.

What sort of multimedia resources are available?

Multimedia resources take a variety of forms. Alongside CD-ROMs and DVDs and interactive videos, you'll find online teaching aids, lesson planning kits, web services and assessment tools.

All the products catalogued on the site are tailored to the curriculum of subjects taught in schools in England. For some award-winning examples, see p8–9.

Why not visit <http://www.curriculumonline.gov.uk> and go for a browse?

www.curriculumonline.gov.uk
Bringing teaching professionals and multimedia resources together



Exemplar Products

The BETT Awards are celebrated worldwide as a benchmark of quality multimedia resources for the education sector. The BETT Awards 2006 identified 58 unique products or services as 'exemplars'. To see a full list of exemplars, together with films showing practitioners and learners using all the BETT Awards 2006 winners in an educational setting, go to <http://www.becta.org.uk/bettawards>

Category:
Science Key Stage 1 and Key Stage 2

Winner:
Simulation Explorer – Granada Learning

This multimedia resource... introduces children to computer simulations that represent real and imaginary situations. Children can explore the simulations, make changes to the conditions and observe the results.

Aimed at: Key Stage 2

The judges said: 'The high quality of animation was both stimulating and instructive' and it demonstrates situations that would be impossible to recreate in the classroom.

Review: This is a simple and straightforward program with a very specific scope. It executes its purpose beautifully ... and will make a very worthy addition to a teacher's armoury of ICT activities.

Category:
English Key Stage 1 and Key Stage 2

Winner:
Longman Digitexts: Feargal Fly Private Eye – Pearson Education

This multimedia resource... is a new series of interactive reading texts designed to be used for whole-class, guided and independent reading.

Aimed at: Key Stage 2

The judges said: Feargal Fly had 'clear learning objectives' and 'demonstrated that ICT adds value'. The judges also commented that the 'inclusion of the learning intention and success criteria enabled progress'.

Review: 'They avidly made notes of all the clues they have read about or seen, coming up with different conclusions about what might be happening at each stage of the text, showing good use of deductive and inferential reading.'

Category:
Early Years and Primary Software,
Content and Tools

Winner:
2Create A Story – 2Simple Software

This multimedia resource... allows children to make talking stories in minutes and publish them anywhere! Combine words, pictures, sounds and animation in a storybook format to support literacy and ICT.

Aimed at: Key Stage 1

The judges said: This can 'be used as a whole-class tool on an interactive whiteboard to model story writing', 'allowing practitioners to adapt work, revisit, modify', whilst pupils could further their learning, using their own choice of media, whether this be sound, motion, drawing or text.

Review: 'A fantastic program. It enables children to develop their literacy skills alongside their ICT skills.'



The BETT Awards

The BETT Awards continue to play a key role in identifying high quality technological products and services that are proving to be effective in the education sector.

The BETT Awards represent a partnership between Becta, BESA, Emap Education, and EC&T magazine. This year's judging process was supported and moderated by a wide range of organisations and individuals, including: Subject Associations; Department of Education, Northern Ireland (DENI); Department for Education and Skills (DfES); LEA advisors; UK universities; Qualifications and Curriculum Authority (QCA).

Sixty-eight judges were involved in the judging, and made their judgements on the basis of published quality criteria which can be found on the BETT Awards website <http://www.bettawards.co.uk>



eLCs and how to spend them

Your school receives cash in the form of eLCs (eLearning Credits) to spend on multimedia resources. Find out more about how they work and how to get the most from them...



eLCs: the basics

What are they?

Money that's been set aside for your school to spend on multimedia resources.

Which resources?

Schools can use eLCs to buy from suppliers any of the thousands of priced multimedia resources on the Curriculum Online website. See p6–7.

How much money?

By April 2006, schools will have received £330 million in eLC money. In addition a further £125 million has been allocated over the next two years; £75 million in 2006–07 and £50 million in 2007–08 will be ring-fenced and only available for spending on Curriculum Online approved products and services.

Which schools?

Funding is available for all Government-funded nursery, primary and secondary education, up to and including Key Stage 4.

Where do I spend eLCs?

You can use eLCs to buy multimedia resources from suppliers as you would normally – for instance by mail order, on the web or at education shows.

Supplier information is given for searched products on Curriculum Online too. The site holds the definitive list of all resources eligible for purchase with eLCs, so it can be useful to check against.

How do I actually make a purchase?

The simple answer is that you can use your eLCs to buy multimedia resources just as you would use any other appropriate funds or budget. Depending on your school, your eLC budget holder may be your head, subject co-ordinator, ICT co-ordinator, bursar or other role. You order direct from the supplier in the usual way. Please always mention that you are using eLCs when placing an order.

What does the Curriculum Online logo signify?

Wherever you see this logo – for instance, on websites and at education shows – you know that you are dealing with a registered supplier whose resources are catalogued on Curriculum Online and, if priced, can be bought with eLCs or other funds.



Are you a budget holder or subject co-ordinator?

As your school's eLC budget holder, here's how you can encourage greater involvement across the staffroom in identifying which resources to buy...

- Develop good communications – for instance, a regular email newsletter – to let staff know what you can do for them as the school's eLC budget holder
- Explain what steps staff need to take in order to make purchases. Keep them abreast of remaining budgets and spending deadlines. Give an overview of the school's ICT infrastructure so staff can look for compatible products
- Plan regular eLC updates for staff on developments and give them a chance to discuss resources and pool recommendations
- Look at the impact of the school's overall ICT strategy on eLC spending. Are certain subjects or objectives likely to be prioritised? Again, pass this information on
- Levels of ICT awareness may vary between individual teachers. Check your school's ICT and eLC coverage by subject. Are there any subjects that could clearly benefit from additional eLC support?

Smart spending guide

Thinking of buying a multimedia resource with your eLCs? Use these tips from independent evaluators, Schoolzone and Evaluate, to make sure you buy the right product for you, your pupils and your school...



Existing resources

- Decide what you want to achieve with ICT and then assess whether your school has the resources available
- If you work in partnership with other schools, you may want to consider their resources, too
- Discuss your ideas for ICT with teaching staff and get their views of products they've used.

Your requirements

- Work with colleagues to prioritise areas where new resources are most in need and/or could make the most impact in enhancing pupil learning
- List the age groups and subjects most in need of additional multimedia resources.

Making an informed decision

- Do some research with teachers, your local authority and advice organisations. Network meetings, INSET, evaluations and education shows

FAQ

Q: 'Why can't I buy hardware with my eLCs?'

A: Curriculum Online is aimed at raising standards in curriculum subjects by giving teachers software that will help them teach in the classroom. If the money is allowed to be spent on other items, this aim might not be achieved. If your school needs hardware or any other item that we do not provide, please talk to your local authority to see if other budgets are available.

- all offer great opportunities to get other people's feedback about resources and suppliers
- To get a real feel for how a resource works, see if you can get a demo version or a free trial
 - Shop around on Curriculum Online. Look out for independent evaluations and teacher reviews.

Hardware and planning issues

- Check your hardware is compatible with the resource – for both stand-alone machines and the network
- Check that all teachers who'll be using the resource have reliable and regular access to necessary equipment, eg a whiteboard for whiteboard software
- Check whether the resource requires a licence, which states how many people may use a piece of software.

How closely does this resource match the curriculum?

- Check that there is enough relevance to justify the expense
- Check what the product actually covers, and in how much depth
- Consider whether you're looking to plug a particular gap, or need an overall resource.

- Look at whether the resource can be used to teach all aspects of a topic, as a whole lesson or a lesson segment. Does the resource enable teachers to introduce, consolidate or revise the topics with the pupils?

What are the total costs of the resource?

- Check whether there's a telephone helpline and if technical support is free
- Are there built-in tutorials, or does the manufacturer offer training? Is this included in the price, or is there an extra charge?
- Don't forget to include the cost of teaching time spent on training
- Check if there is on-screen help or a printed manual to support installation and use of the product
- What is the lifespan of the product? Is the cost a one-off outlay or a recurrent charge such as an annual subscription? If it's a CD-ROM, will you receive updates free of charge?
- Will you run the product on the school network? Check if you need to buy a multi-user licence.

How will you teach with this resource?

- Consider how much preparation time the resource will involve for teachers.



FAQ

Q: 'Are eLCs really money – or are they credits or vouchers that have to be reimbursed?'

A: From the school's point of view, eLCs are cash, plain and simple – despite the word 'credits'. They go into your school's accounts as money and are used to buy resources in exactly the same way that you've always done. Just remember to mention eLCs when placing an order.

Smart spending guide continued...

- Check whether it's suitable for whole-class teaching. Is it designed so that pupils can work with it on their own, with features like voice over on the text to help them understand and complete the activities? Will pupils need teacher support to get the best from it?
- Will the resource be compatible with other programs?
- Does the resource provide support materials for teachers? For pupils? Are there worksheets, teachers' notes, lesson plans, differentiation activities?
- Identify whether the resource will provide an assessment or target-setting opportunity. Pupils often respond better to tests and quizzes on the computer than on paper, and appreciate the opportunity to have another go and improve their score.

How easy is it to adapt the resource according to pupils' abilities?

- Identify features that will appeal to and support lower-ability pupils
- What does the resource offer pupils with special educational needs, and gifted and talented pupils? Is there material specifically designated for these pupils?
- Is the content and presentation appropriate for the required age group and ability range?
- Does it lend itself to mixed ability teaching?
- Does the resource offer any assessment opportunities?

What will pupils make of the resource?

- Are pupils likely to find the design appealing and the navigation intuitive?
- Will the resource motivate learning? Do any games and activities effectively reinforce pupils' learning and encourage them to return to the resource?

FAQ

Q: 'I've heard of something called the "80-20 rule". Does it mean I can spend 20% of my eLCs on hardware or other non software items?'

A: No. There is such guidance, but it doesn't really affect teachers or schools. It basically means that up to 20% of the price of a resource can be for elements which are not specifically software, such as support materials. But all you need to remember is: if the product isn't listed on Curriculum Online, then you can't buy it with your eLCs!

Plan your spending to make the most of your eLCs

eLCs are part of the Standards Fund Grant, and are distributed every financial year.

There is a deadline of August 31 by which that year's eLC money must be spent or committed. It's vital to use up your eLCs before then as they cannot be carried over into the next year.

Often, the new year's budget will begin to flow into a school's accounts before the deadline for the outgoing budget has expired. In such cases, schools can combine both eLC funds – so long of course, as this is done prior to the **August 31** deadline for the older budget.

- Use up your **outgoing eLC budget** by filling short-term gaps with resources you already know will be compatible with your school's existing ICT infrastructure
- And for as long as the **two budgets overlap**, schools can opt to merge funds to help make bigger purchases, such as software licences or whole-school resources
- Use your **incoming eLC budget** to think more strategically about resources. Find out what new ICT hardware and equipment purchases are planned, and which multimedia resources will then additionally be appropriate for you to buy.

Case study: putting eLCs to good use

Steve Mills is ICT co-ordinator at William Ransom, a primary school in Hitchin, Hertfordshire, with about 265 pupils. In his role as ICT co-ordinator, he has responsibility for the budget (including eLCs), and maintaining the school's ICT assets.

'ICT plays a major part in learning and teaching. The immediacy and quality of resources now available **add to the quality of lessons**. Using a whiteboard enables all pupils to access the lesson.

'eLCs need to be spent in the appropriate manner. If, for example, the Government believes it is sending out £40million to schools for software but schools are spending the money on non-eLC things, then the reports from the software companies will show schools are only spending, say, 50% of the money. The Government will then think that schools don't need the funding and therefore cut the funding. With eLC money, what I am saying is, 'Use it or lose it'.'

Steve has begun exploring the teacher reviews on the Curriculum Online website. '**Reading what other colleagues have found successful** in their schools is going to carry far more weight with me when it comes to an investment in a product, than listening to the salesperson. I see the Curriculum Online website being used greatly in this respect.'

Evaluations and reviews

To help you select the right product for your needs, many resources on the Curriculum Online site have been given evaluations and reviews. What's the difference between the two?

Searching through the thousands of multimedia resources catalogued on Curriculum Online raises a few questions. Which are the right ones for you? How can you compare different products that claim to do the same thing? Will the resource work with the lesson plan you have in mind? That's why many resources have independent evaluations, and that's why we ask teaching professionals to write a review of resources they've used, so that others can benefit from your experiences.

Evaluations are independent, impartial assessments that appear alongside many of the products available on Curriculum Online. Carried out by experienced teaching professionals working for independent evaluator companies, evaluations use set criteria such as relevance to the curriculum, ease of use in the classroom and quality of content. They also provide ideas and advice on how resources might be used most effectively in teaching.

Evaluations are an optional service for suppliers with a charge made by the evaluators to the providers of resources they report on. The evaluators do not receive funding from the DfES

for carrying out product evaluations. To help you source the right multimedia resources for your needs, two independent evaluating companies, Schoolzone and Evaluate, have compiled a Smart Spending Guide full of useful tips and advice. See p12.

A **review** is a subjective assessment of a resource by a teacher who has used it in the course of his or her teaching. To write reviews of multimedia resources you've used, you'll need to have registered on <http://www.curriculumonline.gov.uk>. It's free and only takes a few moments. Then you can add a review when you're on the page for the individual resource in question.

Consider these points when writing a review:

- Give as much detail as you can, from technical requirements to classroom planning issues
- Back up your points – positive or negative – with concrete examples
- Avoid jargon
- How does the product compare with non-ICT approaches to the same learning points?

Reviews can also be provided by suppliers. They could be from the media, or comments received directly from a school or teacher.

The role of your local authority

A look at the part your local authority plays in ICT planning, procurement and practice...

Successful ICT development in most schools in England has very often depended on the support and resources provided by a local authority infrastructure – a combination of leadership, encouragement and support. The local authority's role may include:

- supporting schools with planning and monitoring
- developing self-review strategies
- procurement and best-value solutions
- internet connection and networking
- ongoing technical support
- training for managers, teachers and learning support staff
- sharing best practice
- supporting the provision of ICT resources for inclusion
- challenging the standards achieved where they are low
- supporting capacity building in schools.

Most local authorities provide dedicated ICT support centres as part of the ICT Support Network. This free web-based service shows schools the range of ICT services available within the local authority and details the range of ICT services offered by the local authority centre.

Local authorities, supported by the Primary National Strategy team, regularly organise events

to keep schools updated on the latest initiatives. They offer training and access to materials that have been developed to support the use of multimedia resources and ICT in teaching and learning.

Local authorities and eLCs

Your local authority also plays a valuable role in advising schools on how to make the best use of their eLC money, through the local authority's ICT advice service. It also plays its part in channelling funds from central Government through to your school, where they can be used to purchase the multimedia resources you require.

In some cases, schools may decide to pool their allotted eLC money in order to make larger purchases for shared use – software licences, perhaps, or resources for large-scale projects. Schools can also nominate their local authority or RBC (Regional Broadband Consortium) to spend eLC money on their behalf – for example, to obtain discounts for volume or a greater diversity of products.

RBCs are groups of local authorities working together to deliver cost-effective broadband connectivity for schools in their region. There are ten RBCs in England and each is working with its member local authorities and schools to agree regional broadband strategies and approaches.

Further information

Curriculum Online

www.curriculumonline.gov.uk

Curriculum Online helpline 0845 054 0099

To order more copies of this brochure, order online at www.becta.org.uk/publications or call 024 7647 6885.

You can also download the text at www.curriculumonline.gov.uk/AboutUs/AboutUs.htm

Email all other Curriculum Online enquiries to help@curriculumonline.gov.uk

ICT in schools support

Becta (British Educational Communications and Technology Agency) www.becta.org.uk

Becta – ICT Support Network
www.becta.org.uk/ictsn

Becta – advice on ICT planning and implementation
www.becta.org.uk/schools/adminandpolicies

BETT Awards
www.bettawards.co.uk

Broadband case studies

www.teachernet.gov.uk/?id=108&sid=107

Broadband pilot study –

Connecting with broadband: A pilot investigation of broadband technology impacts in schools
www.becta.org.uk/research/research.cfm?section=1&id=3304

Hands on Support

www.teachernet.gov.uk/wholeschool/ictis/ict_teaching/hos

ICT in schools strategy

www.teachernet.gov.uk/wholeschool/ictis

ICT funding

www.teachernet.gov.uk/wholeschool/ictis/funding

ICT – using in the classroom

www.becta.org.uk/schools/learningandteaching

Interactive whiteboard scheme – funding

www.teachernet.gov.uk/wholeschool/ictis/funding

Local authorities – role in ICT planning and procurement

www.becta.org.uk/leas/display.cfm?section=1

National College of School Leadership (NCSL)
www.ncsl.org.uk

National Curriculum Online
www.nc.uk.net

Procurement Advice
www.becta.org.uk/schools/procurement

Strategic Leadership in ICT (SLICT) training
www.ncsl.org.uk/index.cfm?pageid=ldev-strategic-slict-index

TeacherNet
www.teachernet.gov.uk

Technical support
www.becta.org.uk/technicalsupport

Becta materials

Order free Becta materials online at
www.becta.org.uk/publications or
phone 024 7647 6885
Please quote the relevant reference number.

A report on the use of information and communications technology (ICT) in art and design 15024

Creative digital media awards 2005 (DVD-ROM) 1537

Digital Alchemy: Using digital video assets across the curriculum (CD-ROM) 15145

Effective use of ICT in subject teaching – primary (CD-ROM) 15146

Getting the most from your interactive whiteboard: A guide for primary schools (only available for download)

ICT Advice – Primary ICT co-ordination 15036

ICT Advice – Curriculum Online and Electronic Learning Credits 15034

ICT Advice – Support assistants and ICT 15037

ICT Advice – What are presentation technologies? 15035

ICT pedagogy – a review of the research literature 15041

Further information continued...

Making websites work

(only available for download)

Celebrating ICT in Practice 2006 15385

Using web-based resources series:

primary art and design

(only available for download)

primary design and technology

(only available for download)

primary geography 15069

primary history 15070

primary ICT 15071

primary literacy 15072

primary mathematics 15073

primary modern foreign languages 15276

primary music 15074

primary RE 15075

primary science 15076

the foundation stage 15188

DfES materials

Order these free DfES materials via Prolog:

Tel: **0845 602 2260**

Fax: **0845 603 3360**

Textphone: **0845 605 5560**

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Example materials from foundation stage to Year 6 CD-ROMs

Ref: DfES 0315 2004 G

Example materials – foundation stage CD-ROMs

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Hands on Support materials

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Leadership Team Toolkit

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