



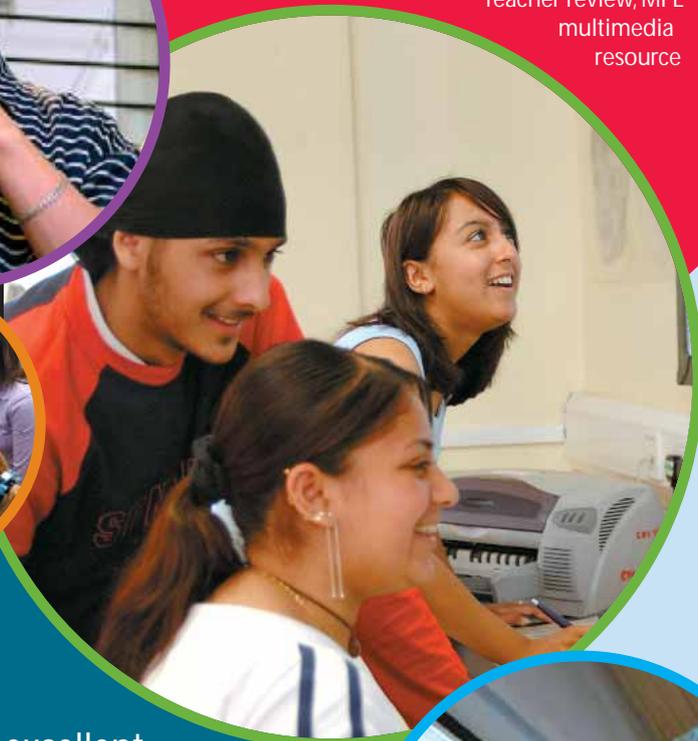


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'Interesting for language teaching and extremely easy to use. No need to master any kind of programming knowledge'

Teacher review, MFL multimedia resource



'This is an excellent resource, not only because of the excellent interactive media, but because of the support materials – worksheets, teachers' notes etc – that accompany the CD-ROM.'

Teacher review of Secondary multimedia resource, Science



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 secondary 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?

- **Because we live in an ICT-dominated world**
ICT in the classroom helps prepare pupils for a workplace already dominated by multimedia technologies
- **Because it develops teaching professionals**
Using ICT can help enrich your classroom practice and give you the chance to develop new skills
- **Because it saves time and resources**
According to the 2003 ICT in Schools survey, some 80% of secondary teaching staff report that 'ICT can help reduce teacher workload in terms of lesson preparation, planning and assessment'
- **Because it extends a school's links with the community**
ICT creates opportunities for families to work and learn together, encourages basic skills development, offers unique opportunities to bridge generation gaps, addresses the needs of deprived groups, and provides opportunities for employment.

ICT and achievement...

ICT improves 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. High ICT use may be interpreted as generating such statistically significant improvements as:

- at KS3, high ICT users outperform low ICT users in National Tests for science by the equivalent of an additional term
- at KS4, high ICT users outperform low ICT users in design & technology by approximately half a GCSE grade.

...and enriches teaching

The impact of ICT on teaching is satisfactory or better in 77% of schools visited (secondary and primary), according to an Ofsted report**. 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 5 years on

Did you know?

The average secondary school has **218.8** computers.

That's an average of **one** computer for every **five** pupils.

92% of secondary schools use electronic whiteboards.

The average number of electronic whiteboards per secondary school is **7.5**.

81% of secondary teachers say they feel confident about using ICT.

Over **99%** of all schools are connected to the internet.

Over **98%** of secondary schools have access to broadband.

Source: ICT in Schools Survey, 2004

'ICT can develop individuals, boost confidence and skills and, where appropriate, make the difference between a learning objective being met or not. I've seen students who appear to be very shy and withdrawn – who are nevertheless able to construct a PowerPoint presentation which is not only very engaging but is also something that they're confident enough to stand up and present to their peers and even external visitors. Pupils are very accepting of ICT as a medium for learning.'

Neil Iles, ICT Strategy Manager, Cranford Community College

ICT in secondary 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 Key Stage 3 National Strategy 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 **secondary curriculum** area of the ICT Advice website at <http://www.becta.org.uk/schools/secondary> offers practical advice about embedding ICT in secondary learning and teaching.

The **ICTAC pack** is a set of materials designed to promote the use of ICT across all subjects. It builds on the work of the KS3 National Strategy ICT strand and the ICT skills that pupils bring to their subject lessons from their ICT lessons. For details of how to order, see p20.

The Embedding ICT @ **Secondary video case studies** CD pack supports teachers' effective use of ICT across the curriculum. These show how ICT skills can be applied and developed in a subject context. For details of how to order, see p20.

The Embedding ICT @ Secondary series on the **use of whiteboards in subject teaching** contains information and advice on using whiteboards to support a range of classroom activities and objectives, backed by sample resources and case studies. 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. Go to <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, p10–11.

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 p18–20.

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.

'Broadband has opened up a new world for our pupils and accelerated the pace of learning... the amount of time spent learning has dramatically increased because pupils research and prepare lessons more thoroughly using online resources. The nature of lessons has changed, increasingly becoming forums for discussion and debate, rather than simply imparting factual information.'

Alastair Wells, Head of ICT,
The Netherhall School,
Cambridge

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 particular resource supports the part of your curriculum that 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?

<http://www.curriculumonline.gov.uk> 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
- free resources
- electronic whiteboard resources.

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:
Secondary Software, Content and Tools

Winner:
MediaStage – Immersive Education

This multimedia resource... unlocks the imagination and creative potential of teachers and students by combining the aesthetic of modern, graphically rich videogames with the power of a professional simulated 3D movie-maker's production kit.

Aimed at: Key Stage 3 and Key Stage 4

The judges said: MediaStage 'met all the creativity criteria requirements in the BETT Awards 2006, so providing opportunities for young people to pursue their interests and talents, enhancing their critical thinking, communication and problem solving skills and opening up new and innovative ideas. It demonstrated creative approaches to language and tasks, and afforded pupils opportunities to express their ideas in a variety of ways.'

Review: 'This is an impressive and versatile piece of software and I am looking forward to using it!'

Category:
Maths Key Stage 3 and Key Stage 4

Winner:
The Mathematical Toolkit –
Intel IT Innovation Centre

This multimedia resource... supports the teaching and learning of mathematics at Key Stage 3; components include a Number Line, 2-D Shapes, Graphing and Charting.

Aimed at: Key Stage 3 and Key Stage 4

The judges said: This program enabled the teacher to enter into a dialogue with the pupils and follow a 'what if...' scenario. It encouraged exploration and investigation, and the judges commented that 'This product allowed challenges to be set at a variety of levels.'

Review: 'Suggestions from pupils were welcomed and [were] easily accommodated within the program to see cause and effect.'

Category:
English Key Stage 3 and Key Stage 4

Winner:
Stagework – National Theatre

This multimedia resource... offers a rich resource for teachers and learners in Citizenship, and English and Drama, based upon the featured productions at the National Theatre, the Bristol Old Vic and Birmingham Repertory Theatre and mapped to the National Curriculum Schemes of Work by unit and section.

Aimed at: Key Stage 3 and Key Stage 4

The judges said: The provision of the political background to certain plays, and the selection of themes facilitated work on themes through a range of media. The judges said it was 'well documented, including cross-curricular links.'

Review: 'I used the 'Fire in the Belly' extract and the Lawrence Olivier speech before students wrote their own persuasive speeches. The different clips caught the imagination of the students and they produced interesting written work.'



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.

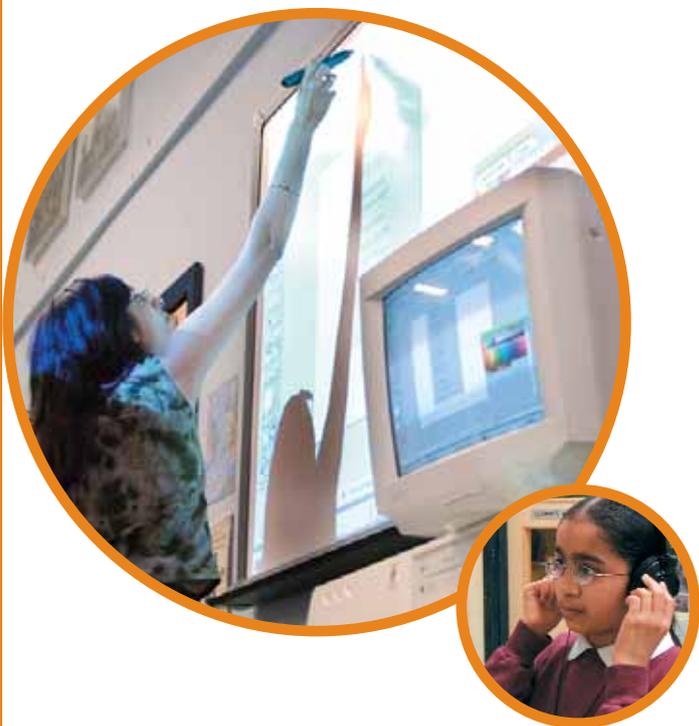
The BETT Awards represent a partnership between Becta, BESA, Emap Education, and EC&T magazine. This year's judging process was supported and moderated by a wide range of organisations and individuals, including: Subject Associations; Department of Education, Northern Ireland (DENI); Department for Education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

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, through 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? If so, pass this information on
- Levels of ICT awareness may vary between individual teachers and subjects. 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 all offer great

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.

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 to schools 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 for the financial year to which they're allotted as they cannot be carried over.

Sometimes 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.

Use your outgoing eLC budget by filling short-term gaps with resources that are compatible with your school's existing ICT infrastructure. Encourage colleagues to look for any obvious gaps in resources or last-minute lesson-planning objectives.

- For as long as two eLC budgets overlap, you can 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, for instance, those that will be compatible with new ICT hardware and equipment purchases.

Case study: eLCs make a difference

Graham Willett is Deputy Head of The Tiffin Girls' School, Kingston upon Thames. This Beacon school is a leader in the application of ICT in delivering the curriculum. Its best-practice approach to implementing ICT offers a glimpse into the future in which Graham believes eLCs have a significant part to play...

'Before eLCs, when a department wanted something we'd say, "If you find resources you want let us know, we'll look into it and come to a judgement. And if the budget looks tight, we'll need some justification,"' recalls Graham. 'But with eLCs we have an **increased budget** so we've been able to meet all demand.

'The key practical difference with having the eLC budget is that we don't have to take money out of our existing IT budget to spend on software – and that means we can spend more on hardware.

'We have a fabulous infrastructure here, and eLCs have enabled us to focus on the question: what's the most intelligent way to use it? We've used the eLCs to buy some **really good resources** that we might not otherwise have been able to afford, or had to wait a long time for, all of which has **added quality** to what we can offer.'

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 their 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 for the 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 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 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 need.

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](http://www.becta.org.uk/research/research.cfm?section=1&id=3304)

Hands on Support
[www.teachernet.gov.uk/wholeschool/ictis/
ict_teaching/hos](http://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](http://www.teachernet.gov.uk/wholeschool/ictis/funding)

ICT – using in the classroom
[www.becta.org.uk/schools/
learningandteaching](http://www.becta.org.uk/schools/learningandteaching)

Interactive whiteboard scheme – funding
[www.teachernet.gov.uk/wholeschool/
ictis/funding](http://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) 15371

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

Effective use of ICT in subject teaching – Secondary (CD-ROM) 15354

Getting the most from your interactive whiteboard: A guide for secondary schools 15091

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:

secondary business and economics 15334

secondary design and technology 15246

secondary EAL 15261

secondary English 15247

secondary geography 15248

secondary history 15077

secondary mathematics 15278

secondary music 15249

secondary RE 15250

secondary science 15078

DfES materials

Order these free DfES materials via Prolog:

Tel: **0845 602 2260**

Fax: **0845 603 3360**

Textphone: **0845 605 5560**

Email: **dfes@prolog.uk.com**

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