

ICT VISION

for Hastings Academy West

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Section 3 Context

Information and Communications Technology (ICT) is a central component of today's most successful schools. Echoing its importance and pervasiveness in their wider lives, ICT in schools can offer learners independence of approach, control over outcomes, unprecedented access to information anywhere and anytime, a release from traditional barriers to learning, a clear view of wider horizons and has been shown to have persistent motivation, concentration and resilience effects. Teachers have found in ICT a powerful tool for engaging minds and explaining concepts, for accessing people, knowledge, experiences and ways of working not previously attainable, for supporting collaboration and communication in and beyond their classrooms and have begun to use ICT as the lever to shift paradigms of learning and teaching for perhaps the first time in a century. The management and administration which supports a school's core work can also be transformed through ICT's ability to connect, share and communicate data about learners and learning, to bring unprecedented gains in efficiency and effectiveness and to challenge the very concept of the 'where' and 'when' of school. It should, however, be remembered that ICT is only a tool which can be effectively as well as poorly used; the success of ICT at the Academy will hinge on the people, processes and structures which exist around it. Hastings Academy West aspires to truly transformational outcomes through the use of ICT, aspirations which this Vision aims to articulate.

The Vision for ICT at Hastings Academy West is a development of its wider educational aims and expresses the aspirations of the Academy's stakeholders for how ICT can transform learning, teaching and administration. It is the document which will provide the basis for the development of ICT in the Academy; the Vision will be realised through a Strategic Development Plan based upon the outcomes of the Self Review Framework tool¹. It will also shape the Output Specification, providing a reference and framework for all developments in this area. Most importantly, this Vision for ICT will become actualised as an embedded and pervasive feature of the Academy's day to day practice, achieved over the first five years of its existence.

The Vision has been written following consultation with the Academy's sponsors and with staff, students and parents at the predecessor schools. It is expected to evolve further as plans for the Academy progress and more stakeholders are involved. A further reason this Vision should be regarded as a 'work in progress' is the rapid pace of development in technology which entails an ongoing process of review and revision.

The Vision has been structured following Becta guidelines to address the potential for ICT to impact distinctly on Learners, Teachers, the Specialisms, Managers and Community usage, whilst also making explicit how the Academy's use of ICT feeds into other national initiatives. Some ideas are repeated across strands for emphasis and to assist readers who are not reading the entire document.

For the purposes of clarity, the following definition of ICT has been used;
Information and Communication Technologies (ICT): the use of various technologies in the delivery of the breadth of the Academy's educational and operational activities.

Where the discrete subject discipline of ICT is referred to in the text below, this will be made explicit.

¹ The SRF is a Becta tool designed to help schools measure their progress towards eMaturity. Split into 8 sections, it asks leaders to consider ICT across every aspect of the institution

3.1 Hastings Academy West

The proposed Hastings Academy West will cater for approximately 1500 students between the ages of 11-16 and will replace the Grove and Filsham Valley schools in Hastings. The Academy's principal sponsor is the University of Brighton, supported by BT and East Sussex County Council, a combination which brings significant strength in the development of effective school practice.

Students at the predecessor schools are drawn from an area of deprivation and report significantly higher levels of Special Educational Needs than the national average. The student population is culturally homogenous, with the overwhelming majority of learners categorised as White British. Far fewer students are learning English as an additional language compared to the national average. The current provision of an Autistic Spectrum Disorder (ASD) facility and a Multi-Agency Family Support unit will be maintained in the new Academy.

Demographics suggest that the number of secondary age children in Hastings will fall in the medium term to a level where these two separate secondary schools can no longer be supported. The predecessor schools have made sustained efforts to raise academic attainment to a satisfactory level and significant progress has been demonstrated in 2009's GCSE results; the Academy aims at providing the impetus to learner achievement required to make a further dramatic improvement in this area. An additional driver is for the Academy to provide social, economic and educational regeneration in the local community, helping to break cycles of disengagement, social unrest and a depressed economic climate.

The Academy will open in existing buildings in September 2011 prior to moving to new and refurbished facilities on the Filsham Valley site in September 2012. It will specialise in Mathematics and ICT and a range of diplomas are currently under consideration, building on current expertise. The establishment of relationships with organisations based in the locality and with business and industry will be of importance. A sister Academy (Hastings Academy East) is planned along similar timescales and will feature heavily in joint work to improve the educational offering to the local area.

3.2 The national policy context

There are several national policies and emergent educational movements which are essential to the work which the Academy will be carrying out and therefore central to this Vision for ICT. These policies have been referenced throughout Sections 5-9 of the Vision and include:

- **Every Child Matters** and the subsequent **Children's Plan**: the drive to protect learners and their entitlement to education. This is realised through five strands which support the national ambition for all children to; *Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution* and *Achieve economic well-being*. Provision for **Special Educational Needs** and the **inclusion** of all learners is interwoven into the 5 strands. In many ways these strands encapsulate everything described in the vision below, but this link will be made explicit where necessary. Contained within the Every Child Matters strategy is an unmistakable role for ICT in protecting children, both through **eSafety** measures and in helping to co-ordinate the work of the multiple adults in various services responsible for students' welfare through better **multi-agency communication**.
- **Personalised learning**: an educational theory enshrined within the 14-19 reforms, the Harnessing Technology strategy, the revised National Curriculum and the Gilbert

2020 Vision, based around a highly structured and responsive approach to learners and the enhanced engagement of students and their parents in learning. At the heart of the personalisation movement is the government strategy **Assessment for Learning**, which emphasises the learner's understanding and ownership of their own progress. ICT is also an essential enabler of personalisation through the control, creativity and breadth of possibilities it offers learners.

For clarity and consistency, the following italicised text is extracted from the Academy's Education brief; *The Academy West distinguishes between personalisation and individualisation. Personalisation implies a choice of ready-made packages of study from which learners can choose... Individualisation implies a bespoke package of study, instruction and support to meet an individual learner's needs... The Academy West will encourage learners to progress along the continuum of personalised learning and individualised instruction, such that learners will continuously develop their sense of ownership over their own learning progression pathways.*

- **Harnessing Technology/ Next Generation Learning:** the national eStrategy led by Becta, the main thrusts of which can be summarised as - improving access to high quality learning resources; personalisation through ePortfolios and Learning Platforms; increased use of eLearning in schools; support for teachers and leaders; and a national digital infrastructure. The Academy's contribution to national priorities will be achieved through adherence to standards and by concentrating on areas such as **attendance, behaviour & motivation, engaging parents** in their child's learning, and the **ePortfolio/ Learning Platform's** contribution to the personalising of learning.
- **14-19 Agenda:** the reforms aimed at broadening the choice of courses available to learners, enhancing engagement through the sense of agency conferred by personalised pathways and attempting to ensure improved outcomes for all. This will be most obviously apparent in the work the Academy envisages at 14-19, including the delivery of courses with partner institutions & employers.
- **Extended Schools and community access:** a broad raft of initiatives to encourage schools to become more central to the lives of the families they serve, providing learning opportunities well beyond traditional school hours.
- **Workforce reform:** the measures put in place to enable teachers to focus on their core professional duties, unencumbered by administrative demands. ICT has a major contribution to make in helping teachers complete necessary tasks effectively and efficiently and these opportunities will be highlighted in the document.
- **Raising Standards:** behind almost all of the above policies is the drive to raise standards of measured attainment, shown through GCSE 5 A*-C percentages and the Contextual Value Added score indicating learner progress compared to similar students. In reality, these standards reflect improved life chances for the breadth of Hastings Academy West's students and therefore this policy echoes the philosophy of the Academy. ICT can assist learners in reaching improved standards of attainment in a multitude of ways already touched on in the preceding paragraphs; from improved engagement in learning and enhanced delivery and explanation of concepts, through support for different learning styles and needs, to empowering alternative ways, times and places of working.
- The vision has also been reviewed against Becta's draft **Capital Vision** guidance.

These various national educational policy drivers define the work of the Academy and as such, their relationship to this Vision for ICT has been clearly signposted below.

Section 4 Academy Educational vision and other stated aspirations

Academy Mission; *“Our Mission is to help every learner at the Academy achieve his or her full potential, be it educational, economic or social. Students will learn how to contribute to a sustainable future through the power of modern technology, improved communication and close partnership working”*

Academy Vision; *“Our vision is to provide an inclusive, sustainable and innovative lifelong education environment where we work together with community, education and business partners to equip and encourage individuals to contribute to a sustainable and prosperous future”*

This document is a formal articulation of the Vision for ICT and will blend drivers from multiple sources to examine the ways in which ICT can help to actualise the Academy’s ambitious, transformational mission. These sources of educational drivers include Academy documents, consultations and workshops specifically aimed at developing a Vision for ICT. They have been colour coded so that their appearance in Column A of the tables which follow can be easily tracked;

- The sponsors and other stakeholders of Hastings Academy West have spent considerable time reflecting on what it should be like to learn and to work in the new Academy. This educational vision is articulated primarily through the **Educational Brief** and **Curriculum Briefing Paper** which contain a great deal of detail about what it will be like to learn and to work in the Academy.
- The Academy’s sponsors have also explored their Vision for ICT through consultant-facilitated **Sponsor Workshops** which included the use of Becta’s **ICT Quality Indicators**. Closely aligned to the Design Quality Indicators, these statements were utilised to define, in the context of the educational vision, those technologies considered fundamental, those that would add value and those that represented excellence. A meeting was also held with Sponsors and representatives from ESCC Child Services to review the opportunity for alignment to the Council’s ICT Strategy and to explore the benefits that might come through Academy use of the Council’s key ICT offerings.
- Staff, student and parental consultation has been carried out at the predecessor schools through the use of online **Stakeholder Surveys** which were designed to access a large number and range of people, seeking to understand their ambitions for the role transformational ICT could play in the Academy.

Section 5 ICT for Learning

Academy Education drivers statement	What we want ICT to achieve at the Academy	What might this look like?	Links to national policy
<p>Rekindling a sense of wonder and enjoyment in learning for learning's sake</p> <p>ICT enables learning to be interactive, extended, networked and autonomous</p> <p>ICT introduces learners to material from a range of topics beyond their previous experience</p> <p>Highly available specialist technologies and ICT rich areas (staff)</p>	<p>5.1 ICT helps make lessons and other learning experiences stimulating, engaging and innovative for students of all abilities by providing access to high quality learning</p>	<p>Affording students genuine choice, flexibility and variety will be critical in sustaining their engagement and enjoyment;</p> <ul style="list-style-type: none"> • Students can choose to use ICT whenever it is the most appropriate tool, due to the high level of access to mobile and fixed computers, peripherals and software tools; • Certain subject disciplines make use of specialised and industry-standard hardware in dedicated areas, e.g. in media, music or DT; • Access to high quality digital resources including video and games is facilitated for all learners via a highly functional Learning Platform and media streaming service; • Assistive and adaptive technologies as required to meet individual needs, provided both through specific hardware and through the flexibility of systems to be individualised. • Emerging technologies (e.g. 3d projection) and the excellent use of established ones (such as video conferencing and multi user virtual environments) that help create learning experiences which inspire awe and wonder are available in the Sandpit environment, with the support of Sponsors. 	<p>HT: motivation & engagement</p> <p>ECM: Enjoy & achieve</p> <p>Inclusion</p>
<p>Inclusive and equitable learning environments that attend to individual learning needs</p> <p>An education that is relevant, engaging, individualised and</p>	<p>5.2 A variety of learning styles will be supported through technology, with interactivity promoting pacy lessons, in which all feel able to participate actively and to behave positively</p>	<p>The use of integrated ICT storage/ desking brings flexibility to the way certain agile learning spaces are used, promoting choice. Inclusive technologies (such as screen readers and touch interfaces) are highly available, where required.</p> <p>Different interactive technologies (e.g. wireless slates, voting devices, tablet computers and interactive whiteboards) are in use as</p>	<p>ECM: Enjoy & achieve</p> <p>Inclusion</p> <p>Personalised Learning</p>

<p>grounded in 21st Century pedagogy</p> <p>ICT facilitates personalised learning</p> <p>Fewer restrictions around the use of technologies like hosted video (students)</p> <p>Greater access to creative technologies like cameras and editing software (students)</p>		<p>appropriate, which encourages all learners to participate in lessons, regardless of confidence.</p> <p>Different learning styles are supported through access to a comprehensive, searchable library of relevant on-demand video content, interactive digital resources with game-like properties, high-quality textual material from third parties and the integration of the library database with the Learning Platform. Creative tools such as student video cameras and editing software are available to all. An ePortfolio capable of showcasing work in a variety of media will allow students to demonstrate excellence and to experience success in non-traditional ways.</p>	
<p>To enable learners to develop knowledge and understanding of a range of specialisms</p> <p>The business community supports fully relevant aspects of ICT</p> <p>Retaining students in education, employment or training</p> <p>Use of collaboration and communication technologies similar to our wider use of ICT (students)</p>	<p>5.3 ICT will help bring the outside world into the Academy, with Sponsors and other organisations playing an embedded role in the day to day lives of students</p>	<p>Video Conferencing technology and interoperable Learning Platforms enable the input from a range of specialists, including Sponsors, the sister Academy and other local education providers, to assist in the delivery of specialist lessons/ pathways across the 14-19 partnership.</p> <p>Electronic links to employers (e.g. through regular vLogs, video conference and chat Q&A sessions) will allow students unprecedented access to authentic learning experiences involving real-world people, places and problems, helping to provide a personalised and relevant offer. The potential for adults in a diverse range of roles within Sponsor organisations to provide positive role models and an insight into the long-term value of education is taken advantage of.</p> <p>The eMentoring of students involving external professionals (including Sponsors) will be possible through electronic communication and collaboration tools embedded in the Learning Platform. Through the social nature of these tools, students will grow</p>	<p>14-19</p> <p>Raising Standards</p> <p>ECM: Achieve Economic Wellbeing</p> <p>Personalised Learning</p>

		<p>Personal Learning Networks (PLNs) of trusted others, a powerful source of support and guidance. Students' PLNs may include family, friends, school and Sponsor staff.</p>	
<p>Greater opportunity to produce non-written outcomes (students)</p> <p>Raising aspirations and supporting life in the 21st Century</p> <p>ICT enables users to lift their spirits and raise their aspirations</p>	<p>5.4 An ICT-rich environment will contribute to students' sense of ownership, pride and value, helping to promote a feeling of agency in their education</p> <p>5.5 ICT is an important conduit for the transmission of the Academy's success culture, 'can do' attitude and ethos of behaviour to students</p>	<p>A high level of access to individual devices, specialist software, peripherals and a richly functional Learning Platform empowers students and gives them choice over the style and outcome of learning activities, encouraging positive behaviours and commitment to their studies. Exposure to real-world ICT (5.3) and awe-inspiring experiences (5.1) excites students about the possibilities in their future. Ongoing dialogue between the Academy and its Sponsors will provide opportunities for new technologies to be explored and trialled.</p> <p>Networked, targeted and constantly updating digital signage in strategic locations will celebrate the achievements of all, displaying examples of academic and creative work, opportunities for students, extra-curricular activities and shared values. The Learning Platform will also be used to celebrate success & to provide a space (in personal web pages and blogs, for example) for learners to showcase & share their own work/ achievements.</p>	<p>Personalised Learning, ECM: Achieve Economic Wellbeing, ECM: Enjoy & Achieve</p> <p>HT: Behaviour & Motivation</p>
<p>Students will benefit from having real opportunities to shape their educational experience</p> <p>ICT enables learner voice</p>	<p>5.6 ICT provides a platform for every student to become actively involved in the life and development of the Academy</p>	<p>Many student voice activities will use technology to provide every learner with an input, using moderated Learning Platform-hosted forums and polls as well as Learner Response Systems during assemblies/ meetings. A section of the Digital Signage layout will be dedicated to Student Council content.</p> <p>The ICT Change Management and Strategic Development programmes will include input and ongoing representation from students, particularly in the steering of future developments.</p>	<p>ECM: Make a positive contribution</p>
<p>To ensure learners gain high</p>	<p>5.7 ICT should enable</p>	<p>Access to a supportive structure of assessment criteria, exemplar</p>	<p>ECM: Enjoy &</p>

<p>quality qualifications which will enhance access to the world of employment and Further Education</p> <p>ICT extends the knowledge and understanding of progress made by learners</p> <p>Informed by clear and appropriate information and data, students will review their own progress, establish targets and routes for improvement and work with staff to ensure that their learning is properly supported</p>	<p>learners to access qualifications, track their own progress and set their own goals, assisting in the personalisation of learning</p> <p>5.8 ICT should provide students with an enduring online space to showcase evidence of their growing</p>	<p>work and their own attainment data & targets through the Learning Platform’s integration with the MIS promotes ownership and responsibility for students’ own learning as well as an enhanced understanding what to aim for and how to make progress.</p> <p>Learning Platform-hosted Individual Learning Plans (eILPs) help students, parents and staff to keep track of individual targets. These Plans also confer responsibility for development onto students, help parents/ carers to join fully in the support of their progress and provide a focus for regular academic mentoring.</p> <p>Course content and, increasingly, qualifications, will be securely available through the Learning Platform, providing extended access for Academy students as well as for those unable to physically attend (due to medical, psychological or behavioural issues). Accredited ICT qualifications are accessed through the LP, giving the opportunity for all students to gain qualifications in ICT at the appropriate stage in their development, throughout KS3 and KS4. ICT-rich areas can be easily adapted to conform to the requirements of online test conditions.</p> <p>Where the desired qualification is not physically offered by Hastings Academy West, access to partner providers will be mediated by ICT;</p> <ul style="list-style-type: none"> the Learning Platform, making use of integrated video conferencing and synchronous participation tools, will allow students to virtually attend learning events; the live exchange of learner data (attendance and attainment) between providers will facilitate safe and effective multi-site learning. <p>Evidence of students’ achievements and capabilities will accrete in ePortfolios throughout their career at the Academy, providing a source of pride, examples of students’ capabilities and evidence for qualifications. ePortfolio content and the ability to comment can be</p>	<p>Achieve</p> <p>Personalised Learning</p> <p>14-19</p> <p>Raising Standards</p> <p>HT: ePortfolios</p>
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	<p>skills and capabilities</p>	<p>shared with invited others, such as extended family, mentors or a student’s personal learning network. Input to ePortfolios by 14-19 partners, Work Based Learning providers and other stakeholders in students’ education will be important to developing a valued and credible evidence base.</p>	
<p>1:1 device ratio would make the biggest impact on my use of ICT for learning (students)</p> <p>Building a personalised curriculum with individualised learning support</p> <p>Addressing student performance issues rooted in low levels of literacy, language development and communication skills</p> <p>ICT gives relevant feedback and support where appropriate</p> <p>ICT offers a wide range of choices for all learners</p>	<p>5.9 ICT will provide learners with an increasingly personalised experience, including choices about how to approach tasks</p> <p>5.10 ICT should enable work to be produced, submitted and marked electronically</p> <p>5.11 Learners have access to their work, resources and the tools which support it wherever and whenever they are needed</p> <p>5.12 ICT will support a ‘stage not age’ approach to students’ progression through the curriculum</p>	<p>A high level of access to individual devices, enabling learners to choose to use ICT whenever it is an appropriate tool. Some learners will use inclusive technologies to access ICT-based resources and outcomes; including different forms of input (such as touch, stylus or voice driven interfaces or specialised keyboards) and output (such as larger screens, or spoken/ filmed outcomes).</p> <p>The Learning Platform will provide students with appropriately challenging activities which offer instant and developmental feedback without the need for human intervention. The outcomes of LP-based assessment will be automatically recorded in the Academy’s MIS.</p> <p>A Learning Platform which provides students with a single sign on point for every learning resource, which recognises users and their needs, presenting appropriate content and choices. The LP contains methods for communication between learners, teachers and eMentors, assessment tools and educational content, both licensed from external suppliers and that created by subject specialists at the Academy and at partner schools.</p> <p>The LP can be configured by users to suit their tastes and preferences with regard to its look, feel and layout.</p> <p>The hosting of all learning content on the Learning Platform allows the appropriate permissions to access learning materials relevant to students’ stage of development rather than chronology to be assigned. Virtual spaces and communities (e.g. ‘Further Maths’) on</p>	<p>Personalised Learning</p> <p>Assessment for Learning</p> <p>Personalised Learning</p> <p>Personalised Learning</p>

		<p>the Learning Platform provide a support structure for those accessing elements of the curriculum earlier than is traditional.</p>	
<p>Technology supports learning wherever and whenever, on and off site</p> <p>Access to technology wherever it is useful (staff)</p> <p>To develop learners' personal qualities, attributes and confidence</p> <p>Use of collaboration and communication technologies similar to our wider use of ICT (students)</p> <p>To enable students to become effective learners</p> <p>To ensure inclusivity, accessibility and challenge for all learners</p> <p>The development of 'soft skills' such as collaboration, problem solving and creativity.</p>	<p>5.13 ICT gives students the ability to extend their studies beyond what was formerly possible, including opportunities to collaborate and communicate with peers and adults, and to use ICT in an independent and discerning manner</p>	<p>A pervasive wired and wireless network blanketing the campus and remote access to the Learning Platform beyond the Academy both extend when and where learning activities can take place.</p> <p>Specialist groups (e.g. the Gifted & Talented) are provided with virtual spaces and specific resources (such as virtual business software) via the Learning Platform, helping to personalise their experience and support their progress.</p> <p>Social web technologies (such as blogs, forums, friends networks and wikis), carefully integrated into a secure Learning Platform, will transform communication and collaboration between students and are extendable to exciting contexts beyond the Academy (e.g. international links) which add value to all subjects.</p> <p>Learning Platform functionality includes ways of sharing documents between learners and collaborating on one 'live' document to assist the development of team working skills.</p> <p>The Learning Platform provides communication tools allowing learners to seek support from teachers, older mentors and friends and to develop work collectively or individually. Access to after-hours support via forums, email or instant messaging could involve teachers and older student mentors. eMentoring via the LP could take the form of email, instant messaging, SMS or a video connection to support specific individuals.</p> <p>The integration of ICT throughout the curriculum, combined with discrete delivery at KS3 ensures students are equipped with relevant skills and opportunities to apply them to unfamiliar contexts and problems. Student 'ICT Leaders' receive a parallel training offering to</p>	<p>ECM: Enjoy & Achieve</p> <p>Raising Standards</p> <p>HT: Learning Platforms</p> <p>Personalised Learning</p> <p>ECM: Achieve Economic Wellbeing</p>

		that given to staff (6.4), enabling them to provide peer support across the Academy. The active teaching and widespread re-enforcement of the skills of critical research using the Internet will help students achieve ' digital discipline '.	
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Academy Education drivers statement	What we want ICT to achieve at the Academy	What might this look like?	Links to national policy
<p>High quality and modern technology which presents no barriers to use (staff)</p> <p>Enjoying and Achieving; infusing enjoyment and fun in learning</p> <p>The need to help learners make appropriate use of technology when it is the most appropriate tool.</p> <p>ICT will be pervasive throughout the curriculum in order to develop learners' core and applied ICT skills</p>	<p>6.1 ICT for teaching should enable teachers to use technology in a wide range of learning spaces in the Academy with a variety of different group sizes</p> <p>6.2 The Academy recognises the power of ICT in removing the limits of what is possible during lessons and is active in its exploration of this. ICT for teaching should enable teachers to access a wide range of multimedia and digital resources</p> <p>6.3 ICT for teaching will enable teachers to create, use and adapt teaching resources created by themselves and others</p>	<p>Access for all teaching staff to a mobile, powerful, personal computer (which might be in laptop, tablet or handheld form) and the content creation tools provided by productivity software (for desktop publishing, video and image editing, for example) and the functionalities of the Learning Platform.</p> <p>Network tools give teachers control of classroom IT, such as the ability to share/ lock/ project students' screens, access their work and manage their passwords, internet and printing rights.</p> <p>Integration of IT in learning spaces is aimed at simplifying connectivity for teachers, with a standardised 'teacher toolkit' removing barriers to usage, including in other learning locations around the Academy.</p> <p>Cultural change in when, how and by whom ICT is used during lessons. This is achieved through ubiquity;</p> <ul style="list-style-type: none"> floodlit, robust and high-capacity wireless, A/V systems in every learning space and high numbers of personal devices providing direct, ad hoc access to the Internet and locally hosted content (e.g. tagged, searchable video content, streamed across the network); an array of modern ICT peripherals (e.g. student video cameras), software (for creating animated stories and role-plays in MFL or History, for example) and digital resources bring a wave of fresh opportunities for teachers to exploit. 	<p>HT: teaching</p> <p>Workforce reform</p> <p>ECM: Enjoy & Achieve</p> <p>HT: ICTAC</p> <p>ECM: Enjoy & Achieve</p> <p>HT: ICTAC</p> <p>AfL</p>

		<ul style="list-style-type: none"> • tools such as visualisers and ceiling-mounted cameras which transform approaches to teaching, modelling, improving work & celebrating success; • Video Conferencing technology connects classrooms to distant experts, teachers or other learners locally and around the world. 	
<p>The workforce are also learners and are active in extending their knowledge and skills ICT supports the planning of, and engagement with, learning</p> <p>Ongoing professional development (staff)</p> <p>The primacy of Change Management for staff, without which any investment in ICT could have a minimal impact</p> <p>Temporary/ Supply staff who are effectively equipped to deliver high quality learning (parents)</p>	<p>6.4 ICT is an important tool in teachers’ repertoire, used with confidence through a culture of continuous development, wherever it adds value to learning or supports learners</p> <p>6.5 The Academy’s structures and processes should ensure that all staff are motivated and skilled in its use. The use of ICT to develop, share and communicate best practice is essential in this respect</p>	<p>A co-ordinated and self-sustaining approach to the annual identification and ongoing delivery of necessary professional development ensures all staff are confident in the use of appropriate technologies. A variety of development methods are in use, including coaching, peer observation, master classes and specific skills training. Teachers’ mentors (established through Sponsors) provide real world experiences and perspectives, helping to interweave real world ICT into teachers’ use and to bring diploma delivery to life.</p> <p>A senior lead professional co-ordinates and champions ICT Change Management and CPD (potentially across both Academies). Day to day activity will include working alongside teachers to develop the use of technology in their classrooms. With the expertise of Sponsors and the support of school staff and students, Change Management focuses on the development of teaching models away from traditional didactic methods towards pedagogies which cater for different learning styles, through the use of visual & audio content, interactive technologies and independent, student-led approaches to tasks.</p> <p>Shared formats for electronic lesson planning, hosted on the Learning Platform, enhance teachers’ collaboration. Consistent ‘departmental best practice’ lessons involving ICT (where it is the most effective tool) are in use, reducing the need to ‘reinvent the wheel’ annually or following changes of staffing. Electronic planning also assists middle and senior leaders in the monitoring of standards of teaching, helping to ensure all students receive their entitlement</p>	<p>Workforce reform</p> <p>HT: Behaviour & Motivation</p> <p>HT: Teaching</p> <p>HT: Leadership</p> <p>Workforce reform</p>

<p>The curriculum will be underpinned by continuous professional development and learning opportunities (with a particular emphasis on practitioner-informed research) for all</p>	<p>6.6 The Academy values an Action Research approach to developing solutions to curricular challenges, in which ICT plays a significant role</p>	<p>to a high quality curriculum with the appropriate focus on C21st skills, reducing Within School Variation. ‘Quick start’ guides to technology assist new/ temporary staff. Teacher created content is shared with other 14-19 partners and those institutions associated with the Sponsors.</p> <p>A video/ audio enabled training classroom provides ‘fly on the wall’ best practice evidence and coaching opportunities. Using technical support, footage is easily edited, commentated upon and securely shared via the network or Learning Platform.</p> <p>The ultimate end of the Change Management programme is the establishing of a culture where every teacher is involved in coaching groups which discuss, plan, experiment and evaluate their practice, with a focus on developing solutions using ICT in innovative ways</p>	<p>HT: Teaching</p>
<p>High quality and modern technology which presents no barriers to use (staff)</p> <p>Information management systems will enable sophisticated tracking and monitoring of student attendance, behaviour, attainment and progress. The Academy will make these data available to key staff and parents where it can be used to support student learning.</p>	<p>6.7 ICT provides teachers with instant access to the tools and information they need to support their work when tracking progress and planning for groups and individuals</p> <p>6.8 ICT is used as a critical tool in the driving up of standards</p>	<p>A Management Information System which is integrated with the Learning Platform, allowing teachers and leaders ready access to and input of class and student-level data in a secure fashion from any location, including within lessons if appropriate. The system will support the close tracking of student progress by students’ learning mentor, teachers and parents/ carers and will link to eLLPs. Data follows the student regardless of home institution and all relevant staff have access to information about the learners they work with. Staff will use technology to assist in the mentoring of learners, providing advice and support through communication and collaboration tools.</p> <p>The MIS is used by staff to monitor the progress of groups and individuals on an ongoing basis. Automated systems for identifying those at risk of falling behind prompts individual or group intervention.</p>	<p>Raising Standards</p> <p>Personalised Learning</p> <p>Raising Standards</p>

		Learning Platform-based digital assessment tools are used not only to track progress but also to analyse areas of weakness at an individual and group level, driving lesson planning and specific interventions.	Assessment for Learning
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Section 7 ICT to support the Academy’s Specialisms

Academy Education drivers statement	What we want ICT to achieve at the Academy	What might this look like?	Links to national policy
A Mathematics Specialism	7.1 ICT tools and applications add value to the teaching and study of Mathematics beyond what was formerly achievable	<p>The extension of what is possible in Mathematics lessons using a range of technologies which may include;</p> <ul style="list-style-type: none"> • the use of real and relevant data gathered from the Building Management System, from Cashless Catering, Library, Print Release and other identity systems, via data sensing and logging equipment and through an Academy weather station. This data also impacts across the curriculum (e.g. geography, science); • the provision of Learning Platform-hosted software which records individual aptitude and progress, personalising content to the user, as well as specialist Mathematics software to support, for example, individuals’ study of shape, space & measure; • The department’s active teaching of intermediate and advanced spreadsheet skills applied to real-world modelling projects to support the Academy’s cross-curricular approach to ICT delivery; • Mathematics gaming software combined with interactive technology and wireless devices to create a supportive, fun atmosphere of involvement and engagement with instant feedback; • Making full use of the affordances of Interactive White Board software (drawing and shape manipulation, graphing, representing intangibles graphically) for explaining concepts, demonstrating methods and exploring problems collectively with the entire class; • The use of high-quality video capture and projection equipment (including visualisers) to demonstrate methods and share work with the entire class using Assessment for Learning methods. 	<p>HT: Behaviour & Motivation</p> <p>ECM: Enjoy and Achieve</p>

		<p>Exemplar work and methods can be easily captured and distributed for later use/ review;</p> <ul style="list-style-type: none"> • Video Conferencing technology to provide access to mentors from Sponsors and other partners (e.g. businesses) to support individuals and raise aspirations in relation to the study of Mathematics. Equally, video is an excellent medium for the transmission of revision or master-class content across the network to, for example, students' mobile phones or personal media players; • Achieving a department environment where a physical 1:1 device ratio gives students choice over their preferred style of learning and permits a personalised approach to what is studied, as and when appropriate. 	
<p>An ICT Specialism reflecting that the modern economy is fundamentally ICT driven</p> <p>The ICT specialism is proposed as a means to ensure a more effective and innovative delivery of the curriculum, connecting learners to the local community and beyond</p>	<p>7.2 ICT tools and applications add value to the teaching and study of Information and Communications Technology beyond what was formerly achievable, particularly in its application across the curriculum</p>	<p>In Information Communications Technology this may include;</p> <ul style="list-style-type: none"> • Multiple sets of handheld, robust, intuitive video recorders which connect directly to computers are available to support student learning wherever a visual output is useful, e.g. drama performances, peer evaluation of PE, capturing a science experiment, documenting a group discussion. It is possible that in the future these may include student owned devices; • Access to high-specification computers, software and peripherals for the capture and editing of video and still imagery across the curriculum; • Technologies to support creating, testing, and refining sequences of instructions (programming) to operate robots and other automated processes, such as those involved in car manufacture. Partnership with Sponsors and industry will be used to strengthen this area and provide real-life opportunities; • A separate 'network environment' for training the next generation of IT professionals using real software and equipment; • A 'sandpit environment' in which students will trial and 	<p>HT: ICTAC</p> <p>HT: Behaviour & Motivation</p> <p>ECM: Enjoy and Achieve</p> <p>ECM: Achieve Economic Wellbeing</p>

<p>Diploma offering; Construction & the Built Environment; Engineering; Business Administration & Finance; Manufacturing; Retail Business</p>	<p>7.3 ICT tools and applications support the delivery of the Academy's identified diploma lines</p>	<p>experiment with new technologies and incubate new approaches to work.</p> <ul style="list-style-type: none"> • The integration of technology into the Academy's physical environment (e.g. cashless vending, access control, sensor-driven building intelligence) acts as exemplification and inspiration for learners studying the application of technology to solve real world problems. This 'problem solving' approach is reflected across the curriculum. • The integration of ICT throughout the curriculum, combined with discrete delivery at KS3 ensures students are equipped with relevant skills and opportunities to apply them to unfamiliar contexts and problems. The active teaching and widespread re-enforcement of the skills of critical research using the Internet and of reviewing their own and others' work will help students achieve 'digital discipline' and to become more reflective in their learning. <p>Diploma teaching spaces make use of specialist hardware and software, for example;</p> <ul style="list-style-type: none"> • Computer Aided Design software and 3D printing to support Manufacturing through unprecedented standards of design and product; • Virtual building models which allow students to experiment with architecture and to understand the structure of the built environment. Partnership with the Academy's architect and builder will strengthen this area and provide real-life opportunities; • Business-focussed office software will permit students to develop their enterprise skills collaboratively; spreadsheet software will produce business accounts and allow the manipulation of variables in 'what-if' scenarios; project management software can be used to plan courses or a team's project work. Business simulation software will help to raise students' aspirations and 	<p>14-19</p> <p>ECM: Enjoy and Achieve</p> <p>ECM: Achieve Economic Wellbeing</p>
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		<p>provide realistic scenarios.</p> <ul style="list-style-type: none"> • Student-run technology business ventures based at the Academy, offering services (e.g. video editing, web design, print media) to the local community, in partnership and with mentoring from Sponsors and local businesses operating in similar fields. Similarly, the technical challenges of local businesses (e.g. establishing and maintaining a web presence) will offer genuine clients with realistic problems for ICT students to solve through their project work (see 9.7). <p>Existing links with sponsors and other schools are used to facilitate face to face and Video Conferencing projects to bring the diploma lines to life, involving expert professionals as well as exploiting global opportunities for partnership (for example, with schools in countries with emergent technological economies, such as India)</p> <p>Proactive use around the Academy of the potential for Digital Signage and the Learning Platform to promote the profile of the Diplomas to every student and all adults who work in, visit or use the Academy</p> <p>Video Conferencing technology (both 1:1 and 1:many) enables the delivery of specialist lessons/ pathways unavailable within the Academy. Mathematics, ICT and diploma specialist-led lessons are available to remote learners beyond the Academy, included those attending other schools, colleges, excluded/ hospitalised students, school refusers and home learners. Sponsors and other partners use video technology to add value (e.g. through demonstrations, lectures and mentoring) to the educational offering of the Academy.</p>	
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Section 8 ICT for Management

Academy Education drivers statement	What we want ICT to achieve at the Academy	What might this look like?	Links to national policy
<p>The Local Authority is committed to improving standards and increasing parental choice, proposing modern facilities and world-class leadership</p>	<p>8.1 ICT will be used reflectively and with a focus on its impact on the Academy's core business</p>	<p>ICT in the Academy (or across the Academies) is strategically led by a senior member of staff whose sole focus is developing, embedding and spreading the effective use of technology to support improved outcomes. Sponsors will take an active role in supporting the strategic development of ICT and by keeping the Academy informed of/ trialling emerging technologies.</p> <p>ICT organisational approaches, structures and processes are judged using the Becta Self Review Framework to inform the Academy about its journey to eMaturity and Becta's ICT Mark is achieved within 2 years of the new ICT solution. Learning Platform-based tools to capture self-evaluation views from all stakeholders, especially learners and their parents/ carers, but also from practitioners.</p>	<p>HT: Leadership</p> <p>Workforce Reform</p>
<p>Provide opportunities for collaboration and the sharing of resources between the academies</p> <p>The joint sponsorship arrangement presents a substantive response to the requirement for proven</p>	<p>8.2 ICT is used to connect teachers, learners and Sponsors across the locality and region, affording opportunities to collaborate and for specialisms to be shared</p>	<p>A unified messaging system provides;</p> <ul style="list-style-type: none"> • Networked telephony across the campus; • A mixture of wired and wireless handsets, capable of utilising the Academy's wifi network seamlessly; • A soft phone client for staff laptops; • An email & calendaring service capable of both web-based and mail client access; • Integration between telephony and email. <p>Academy staff (who may include teachers, leaders and support staff) will participate proactively in the development of high-quality content for the 14-19 partnership in Hastings and the region.</p>	<p>HT: digital Infrastructure</p> <p>14-19</p>

<p>capacity to deliver meaningful, sustainable transformational change</p>		<p>The Learning Platform provides a familiar environment for multi-site learning and, through forums, wikis, Personal Learning Networks (PLNs) and hosted exemplar videos, allows teachers to share content and spread good practice beyond the Academy. This is supported by virtual input from Sponsors, who form part of practitioners PLNs.</p> <p>The ‘stage not age’ approach to learning will be supported by access to resources, teaching and qualifications through the Learning Platform, allowing students to progress their learning beyond the constraints of traditional structures.</p>	<p>Workforce Reform</p>
<p>ICT’s potential to transform what it is like to work, learn and ‘to be’ at the Academies</p> <p>Greater opportunity to produce non-written outcomes (students)</p> <p>Flexible and agile environments where ICT is integrated into the design</p> <p>1:1 device ratio would make the biggest impact on my use of ICT for learning (students)</p>	<p>8.3 ICT plays a valuable role in the positive culture of the Academy and enables learning modes to transcend traditional boundaries</p>	<p>Every area of the Academy benefits from high levels of physical and virtual access to technology; it is a ubiquitous feature of this C21st school. A learner’s experience is thus characterised by increased control over how they approach tasks and the form which their output takes. Systems are designed to accommodate the potential future use of students’ own devices.</p> <p>The integration of technology helps create quality of place;</p> <ul style="list-style-type: none"> • Digital Signage and devolved rights to its management (see 5.5) reinforces the Academy’s ethos and provides a showcase for excellence; • Certain technology-rich environments (e.g. in the Honeycombs) feature technology-integrated furniture and convey a feeling of high-status to users. • Display and celebration areas containing small as well as large-scale Audio Visual technology to enable groups of varying size to share and feedback on work <p>The design of the building enables rather than inhibits the use of technology. The provision of ICT-rich areas to support each family ‘honeycomb’ is important. Similarly, display walls, clear sight lines, breakout spaces for access to shared technologies, secure storage, access control zoning, under-floor data and power – these and</p>	

		similar considerations help maximise access to, and flexible use of, a range of technologies. The freeing of certain walls from the constraints of having to carry services means that the reconfiguring of space as needs change over the medium term is possible.	
<p>Specialist provision for students identified with Autistic Spectrum Disorder</p> <p>Provision of a multi-agency family support unit</p>	<p>8.4 Technology supports co-located specialist provision at the Academy</p>	<p>Both the ASD Facility and the MAFS Unit benefit from the same high levels of access to effective, appropriate and personalised ICT. Technology is integrated sensitively into these physical environments and the needs of children with ASD are considered in the use of highly visible/ audible technologies throughout the Academy.</p>	
<p>The Academies will provide suitable computer and information systems infrastructure, capable of delivering the personalised learning approach that is at the heart of the vision and values of both Academies and, indeed, to enable what it is to be a 21st Century learner and global citizen.</p> <p>High quality and modern technology which presents no barriers to use (staff)</p> <p>A reliable and consistent experience (staff & students)</p>	<p>8.5 A stable, secure and scaleable infrastructure underpins the Academy’s use of technology now and ongoing</p>	<p>Wherever this approach furthers the twin aims of excellence and efficiency, the two Academies will pursue a policy of centrally-delivered services (both in-house and hosted by third parties) to minimise the need to purchase and maintain systems and to remove duplication of provision.</p> <p>Technology is seen as a transparent utility which ‘just works’;</p> <ul style="list-style-type: none"> • a pervasive wired network complemented by floodlit wireless coverage both inside and outside the Academy buildings to deliver computing, telephony and other services (e.g. CCTV) as appropriate. • a high-bandwidth, diverse connection to an education-only broadband service; • a robust server and network infrastructure including uninterruptible power supplies and redundant key components, affording rapid login times; • services such as backup, user & group management and the tools required to proactively manage the network; • A standards-based approach to ensure future compatibility; • An appropriate mix of thin and rich client devices to strike a balance between local computing power (where specific tasks 	<p>HT: Digital Infrastructure</p>

<p>High quality and highly available technical support (staff)</p> <p>Content creation support (staff)</p>	<p>8.6 A proactive and developmental support structure</p>	<p>like media editing demand it) and more efficient and sustainable server-based computing (where tasks are less demanding).</p> <p>The Academy will develop a technology support team, drawn from a wide range of staff and fulfilling such tasks as video editing and encoding, Learning Platform resource creation, classroom hands-on support and technical services, all designed to simplify and facilitate the use of ICT for learning without producing additional burdens for teaching staff.</p> <p>Using FITS compliant ways of working, such as help desk software, the technical support team is able to effectively manage workloads and react strategically to problems, freeing up an increasing amount of time to support the use of technology in classrooms.</p>	<p>Workforce Reform</p>
<p>The requirement for systems (e.g. the MIS, access control) to integrate properly within the Academies.</p> <p>Being Healthy; improving student attendance</p> <p>Simplified and reliable access to print service (staff)</p>	<p>8.7 ICT for management will allow for efficient administration and financial systems, including electronic filing and cashless financial transactions within the Academy. This brings efficiencies for staff and joins up processes across the Academy</p>	<p>The Academy’s Management Information System (MIS) will be interoperable with other systems (including the Learning Platform), affording a simple interface for all users (e.g. staff, students, parents) to appropriate data.</p> <p>Standards-based automated data exchange between the Academy and other learning providers, especially at 14-19, is critical to the success of the local diploma offering and ensuring that multi-site learning is safe and secure.</p> <p>A single-form identification system integrates eRegistration, cashless catering, print management, access control and Library use. This ID ‘token’ interoperates with that in use at the sister Academy, adding to the seamlessness of experience and community feel;</p> <ul style="list-style-type: none"> • Payments for cashless accounts may be made online as well as through cash-loaders, cheque or securely online. Cashless catering data is available for viewing by learners and their parents. Free School Meal take-up rises as FSM students are indistinguishable to kitchen staff and other students. 	<p>ECM: Stay Safe</p> <p>HT: Digital Infrastructure</p> <p>Workforce Reform</p>

		<ul style="list-style-type: none"> • Follow-me printing allows the Academy to massively reduce the quantity of printers/ consumables/ paper it purchases whilst also shaping users' behaviours around the need to print and the importance of data protection when printing sensitive information. • Adult-supervised student eRegistration saves time at the start of lessons and, via praise points, incentivises punctual attendance as well as triggering automated Academy-defined actions (e.g. email to Head of Year, text to parent) where appropriate. • Access Control of certain doors/ areas (carefully thought through at the design stage) allows the community to use the facilities during the day and after hours without undue risk to student safety or Academy equipment. Individual and roll-based rights grant access to specific areas (e.g. staffroom, laptop storage) for appropriate users. • A common library resource system presents users across both Academies with books and other resources of relevance, of interest based on previous borrowing or highly recommended by other users of this interactive service. Borrowing is facilitated through the identification token. • The Building Management System (BMS) allows automated control & monitoring over multiple aspects of the Academy, as well as providing data for curricular use and stimulus for the ICT Diploma. 	
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<p>To ensure a safe and secure learning environment for learners</p> <p>Staying Safe; promoting positive student behaviour; the minimising of bullying</p> <p>More flexible access to internet resources (staff)</p>	<p>8.8 ICT will provide a safe environment, preventing access to unsuitable material and precluding inappropriate use of systems</p>	<p>In addition to the safeguards provided by the broadband services provider, the Academy will make use of safeguarding technologies such as; anti-bullying security tools which actively monitor all typed text; firewall and anti-virus; internet filtering tools which provide instant local controls which offer greater flexibility than regionally-set filters.</p> <p>ICT eSafety will include the development of an Acceptable Use Policy (AUP) detailing the ways staff, students and all network users can and cannot use ICT facilities, with specific reference to the social/ collaborative elements of the Learning Platform. This may link with anti-bullying, copyright, data protection and plagiarism policies. Students are made aware of potential risks and how to practise safe, responsible behaviour, wherever and whenever they are online through the discrete ICT curriculum. Acceptance of the AUP is intelligently integrated into the network log-in process.</p>	<p>ECM: Stay Safe</p>
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Section 9 ICT for Community Use

Academy Education drivers statement	What we want ICT to achieve at the Academy	What might this look like?	Links to national policy
<p>ICT supports the dialogue with parents</p> <p>ICT supports parent voice</p> <p>The involvement of parents/ carers in the development of their child</p> <p>Improving communications between teachers and parents (staff)</p> <p>Drawing parents into the academies through communications technology.</p>	<p>9.1 Links between home and Academy are strengthened through the use of ICT for effective communication</p> <p>9.2 The sharing of learner information actively involves parents/ carers in learning conversations</p>	<p>A networked telephony system featuring individual voicemail, multiple lines, and caller routing, ensures that parents have the ability to get in touch with the appropriate people simply. Allied to this, the school email system provides de-personalised addresses (e.g. 'excellence@') and thus a moderated conduit for parental suggestions and comment.</p> <p>Automated absence reporting/ date reminders/ updates/ student praise or coursework alerts via SMS and recorded voice messages help the Academy to reach parents in an informal and cost-effective way. Simple tools, integrated into the Learning Platform, which allow teachers to generate messages to the parents of an individual or group of students will assist the growth of partnership.</p> <p>Building on good practice at the predecessor schools, the Academy's website (the portal to the Learning Platform) is updated manually and through automated processes on an ongoing basis, with responsibility for keeping this vital source of information relevant structured into key job descriptions. Containing details of parent letters, dates, work, FAQs, student achievements and guidance on how to support learning at home, the site will incrementally become an essential conduit for communication with the wider world.</p> <p>Parents/ carers are drawn more fully into the school-life of their child(ren) through live reporting; remote access to real time information on attendance, attainment, individual education plans, teacher comments, ePortfolio-hosted work and any other resource</p>	<p>ECM: Make a Positive Contribution</p> <p>HT: engaging parents</p> <p>ECM: Stay safe</p> <p>HT: engaging parents</p>

		<p>deemed of value to share through the Learning Platform and integrated MIS.</p> <p>The Academy's ePortfolio solution permits students to share its content with selected others and allows invitees (e.g. parents, grandparents, older siblings) to comment on pieces of work and to submit evidence of learning/ capability from beyond the student's school experience.</p>	HT: ePortfolios
<p>Improving the quality and range of educational services for the local community for the purposes of contributing to the economic and social regeneration of the area</p>	<p>9.3 ICT will play an integrated role in the Academy's work to tackle underachievement by some students.</p> <p>9.4 ICT is used to enable students, parents and carers to learn and access a range of services beyond the confines of the traditional school day.</p> <p>9.5 ICT should support multi-agency working and the delivery of integrated children's services through ICT</p>	<p>Students' use of Academy-based ICT resources before and after school is part of a targeted approach to tackle underachievement linked to lack of access or application. The mentoring of students will also be enhanced through electronic forms of communication and collaboration.</p> <p>The Academy provides personal devices and broadband connectivity where a need is identified to enable all families to access learning from home, with the support of the Home Access programme. Sponsors' experience and capacity to support the uptake and use of home technologies will be an important facet of this offering. Access to learning materials is provided remotely through the Learning Platform.</p> <p>For some learners, the use of Contact Point and the Common Assessment Framework will assist work with Social Services to support families, as will the transference of data between the Academy and other agencies.</p>	<p>Raising Standards, ECM: Achieve Economic Wellbeing</p> <p>Extended schools & community access</p> <p>ECM: Be Healthy, Multi-agency communication</p>
<p>BT's objective in sponsoring the Academies is to use its expertise to better connect the school to working life and to ensure young people</p>	<p>9.6 ICT links learning across providers, including those based in the workplace.</p>	<p>Full read/ write integration of the Academy's MIS, eLPs and ePortfolios with the Learning Platform allows other learning providers (e.g. FE, WBL) to contribute safely and effectively to the education of students. The extension of the Academy's computing resources to other providers will be possible through thin client</p>	HT: Learning Platforms, Personalised Learning, 14-19

<p>have the social and business skills needed to thrive</p> <p>Co-operation, partnership and leadership within the local and wider school communities that creates benefits for both existing community enterprise and current students</p> <p>The community can contribute to learning materials from their own knowledge and experience</p>	<p>9.7 ICT provides learners with opportunities to develop the soft skills not explicitly taught but often required to succeed in the world of work.</p>	<p>devices and the virtualisation of specialist software.</p> <p>Subject to safeguarding procedures, Sponsors and local business people will be involved in the eMentoring of students and video conferencing with groups via the Learning Platform, bringing specific experiences of work into the Academy. The use of regular video logs and Q&A chat sessions by Sponsors’ employees will help bring the world of work to life for students.</p> <p>A variety of tools and ways of working with ICT are provided and supported through the experience brought by the Sponsors, reinforcing different soft skills;</p> <ul style="list-style-type: none"> • Collaboration & team working via live document sharing (e.g. Google Wave, Slide Share) and live meeting sites (e.g. Mikogo, Flashmeeting); • Independence, tenacity and problem solving through the inculcation of solid ICT skills, effective self-help and self-learning techniques with relation to ICT, and multiple opportunities to apply them to new problems and in unfamiliar contexts woven throughout other subjects; • Creativity, supported by a range of readily available visual technologies (from student cameras, laptops and comic book software to a green screen recording room and editing/distribution facilities); • Enterprise and initiative through student-run business ventures based at the Academy, offering services (e.g. video editing, web design, print media) to the local community, in partnership and with mentoring from Sponsors and local businesses operating in similar fields. Similarly, the technical challenges of local businesses (e.g. establishing and maintaining a web presence) will offer genuine clients with realistic problems for ICT students to solve through their project work. 	<p>HT: Behaviour & Motivation</p> <p>ECM: Achieve Economic Wellbeing</p>
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<p>Offering extended schools programme to the wider community</p> <p>Providing secure access to information and learning for community members during/ after school hours</p> <p>Offering parents the ability to find out about services and to book facilities (Parents)</p> <p>To enable every member of the community to acquire and develop...and [be] prepared for life in the 21st Century</p>	<p>9.8 The needs of the wider community are served through secure access to the Academy's ICT facilities</p>	<p>ICT facilities in community-use areas (reception, Sports hall, community cafe, etc) are integrated into the design and furniture, providing robust & secure access to ICT during evenings and weekends, on a bookable and ad hoc basis. A 'guest identity' issuing booth grants community users secured temporary access to computing resources out of hours. Access control enables the Academy to offer facilities for community use within school hours without compromising security.</p> <p>User friendly systems are designed to help novice users access ICT based services easily. The Academy's wireless provision permits guest devices to access a restricted range of services, such as filtered Internet.</p> <p>Learning Platform access to online courses and accreditation is extended to the Academy's parents/ carers and other community members to support their life-long learning, including Family Learning for parents/ carers.</p> <p>The Academy offers the community a range of C21st skills development opportunities, echoing those provided to the 11-16 student population.</p>	<p>Extended schools & community access</p>
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