A guide to ICT in the UK education system
Preparation for BETT 2011

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With the contribution of Philippe Méro - PM Conseil & Education Impact
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Schoolzone is a research agency working in the UK schools sector. We talk to teachers and students frequently, using interviews, surveys, research forums and focus groups and we constantly monitor all major sources for current trends and developments. Our research team comprises ex-publishers and teachers and has worked with hundreds of clients to investigate themes related to all aspects of education in schools, including hardware, software, printed resources, procurement, training and customer satisfaction.

Founded in 2003, PM Conseil is a consultancy organization which helps ICT companies, publishers and content providers develop their projects and win markets in the Education space by designing their visions into strategies and delivering those strategies into plans. Since its creation, the company has developed strong collaborations with the leading Education suppliers and institutions. PM Conseil delivers 3 main services in the area of Education & ICT:
• Consultancy
• Market research and analysis
• Engineering of events

Education Impact (www.educationimpact.net) is a global fellowship of international experts in Education and ICT, dedicated to assist governments, international organizations and corporates. All of the fellows have extensive experience working with educational decision makers and leaders at all levels and with all types of educational institutions.

Education Impact is committed to the development of solutions that take into consideration the nature of education as an integrated system, that help education leaders understand and manage the complexities in education systems and that maximize the possibilities for success.
Introduction

Du 12 au 15 janvier à Londres, l’industrie française du numérique éducatif sera à nouveau représentée au BETT, l’un des événements majeur du secteur réunissant chaque année plus de 30 000 visiteurs britanniques et internationaux.

La présence française, soutenue par le ministère de l’Education nationale est coordonnée par un ensemble de partenaires à nouveau réunis pour accompagner les entreprises françaises au BETT sur un pavillon collectif. Les partenaires regroupent le pôle de compétitivité Cap Digital, la Chambre de Commerce et d’Industrie de Paris, le cabinet PM Conseil et Ubifrance.


Leurs principaux objectifs sont de présenter leurs solutions et savoir faire aux nombreux visiteurs issus de la communauté éducative. Il s’agira également d’aller à la rencontre des professionnels de l’industrie pour initier de nouveaux partenariats et plus généralement élargir et renforcer la visibilité du savoir faire français à l’international dans le secteur.

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

Pour préparer le BETT 2011 et mieux comprendre le système et la situation des TICE en Grande Bretagne, PM Conseil et Education Impact se sont associés à Schoolzone, l’un des spécialistes des TICE en Grande Bretagne pour réaliser ce dossier.

Nous espérons que ce guide et les documents annexes vous permettront de préparer au mieux votre visite au BETT.

Nous vous donnons rendez-vous à Londres du 12 au 15 janvier 2011 !

Bonne lecture

Philippe Méro

PM Conseil - Education Impact
Introduction

For the fourth consecutive year, a French delegation will attend the BETT show on the 12th-15th January in London, a worldwide event for ICT in Education, with over 30,000 visitors from all parts of the world in 2010 and more than 750 exhibitors from the knowledge industry.

This presence, with the support of the French Ministry of Education, is organized by a group of partners whose role is to support French suppliers at BETT on a common booth. These partners are the Paris Chamber of Commerce and Industry, the Cap Digital business cluster, the group PM Conseil, and Ubifrance.

Eleven French companies will be represented, namely: Dassault Systems, Edu4, Editis, Gedem, Helion, Itop, Navidis, Optinnova, Ovio, Quizzbox, and Vision Objects.

Their objective is to introduce their solutions to visitors from the education sector. Moreover, they wish to meet other professionals of the industry to start new partnerships and develop their international visibility.

Visiting the show and meeting with exhibitors will allow French suppliers to identify new trends in the ever changing ICT for Education industry. Understanding how our British neighbors deal with VLE, digital resources, IWB, laptops, …, identifying trends and emerging technologies and solutions, are some of the objectives we have set in this initiative.

To prepare for BETT 2011 and get a better understanding of the British landscape of ICT for Education, PM Conseil and Education Impact have worked in partnership with Schoolzone, one of Britain’s experts in ICT for Education, to draft this document.

We hope this guide and its appendix will help you prepare for the BETT show and we are looking forward to meeting you in London on the 12-15 January 2011.

Philippe Méro

PM Conseil - Education Impact
The UK education system

The UK has four distinct regional education systems.

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

England: www.education.gov.uk
Scotland: www.scotland.gov.uk
Wales: www.wales.gov.uk
Northern Ireland: www.deni.gov.uk

**England** has recently seen a change of government who are beginning to implement a programme of change across education. This has been set out in a White paper (see section 3) against the context of a programme of budgetary constraint across government. The current £60.6bn budget is set to decrease by £6.2bn in real terms by 2013-14.

Promotion and expansion of 14-19 diplomas has been dropped, planned new diplomas in science, humanities and languages will not be introduced. However there will be additional funding for apprenticeship schemes.

Changes to the primary curriculum announced by the previous administration have been halted and a further review of the National Curriculum has been announced.

**Scotland** has its own education and examination and follows a completely different curriculum, with different stages and subject areas. The Scottish curriculum has recently been reviewed under the banner, A Curriculum for Excellence.

http://www.ltscotland.org.uk/understandingthecurriculum/

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

**Wales** recently revised its curriculum. This flexible curriculum sets out to support progression from age 3 through to 19. It aims to support Government policy, including: bilingualism, Curriculum Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship, and the world of work and entrepreneurship.

**Northern Ireland** is also undergoing a period of revision to introduce greater variation to cover religious tolerance, for example. http://www.nicurriculum.org.uk/
The curriculum in England, Wales and NI

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Key Stage</th>
<th>Year</th>
<th>Phase</th>
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<td></td>
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<tr>
<td>17-18</td>
<td></td>
<td>Y13</td>
<td>Further Education</td>
</tr>
<tr>
<td>16-17</td>
<td></td>
<td>Y12</td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>KS4</td>
<td>Y11</td>
<td>Secondary Schools</td>
</tr>
<tr>
<td>14-15</td>
<td></td>
<td>Y10</td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>KS3</td>
<td>Y9</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
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<td>Y8</td>
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<tr>
<td>11-12</td>
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<td>Y7</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>KS2</td>
<td>Y6</td>
<td>Primary Schools</td>
</tr>
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<td>9-10</td>
<td></td>
<td>Y5</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td>Y4</td>
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<td>7-8</td>
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<td>Y2</td>
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<td>Y1</td>
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<td>4-5</td>
<td>EYFS</td>
<td>R</td>
<td>Pre-school</td>
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The size of the education system

In 2009:

Number of schools

<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Wales</th>
<th>Scotland</th>
<th>N. Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>438</td>
<td>28</td>
<td>2645</td>
<td>98</td>
</tr>
<tr>
<td>Primary</td>
<td>17064</td>
<td>1478</td>
<td>2153</td>
<td>873</td>
</tr>
<tr>
<td>Secondary</td>
<td>3361</td>
<td>223</td>
<td>376</td>
<td>223</td>
</tr>
<tr>
<td>Special</td>
<td>1058</td>
<td>44</td>
<td>234</td>
<td>42</td>
</tr>
<tr>
<td>PRUs</td>
<td>458</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>2358</td>
<td>60</td>
<td>113</td>
<td>16</td>
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Number of pupils ('000s)

<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Wales</th>
<th>Scotland</th>
<th>N. Ireland</th>
</tr>
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<tbody>
<tr>
<td>Nursery</td>
<td>37</td>
<td>2</td>
<td>105</td>
<td>6</td>
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<tr>
<td>Primary</td>
<td>4075</td>
<td>258</td>
<td>371</td>
<td>165</td>
</tr>
<tr>
<td>Secondary</td>
<td>3271</td>
<td>205</td>
<td>304</td>
<td>148</td>
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<tr>
<td>Special</td>
<td>86</td>
<td>4</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>PRUs</td>
<td>15</td>
<td>1</td>
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<tr>
<td>Independent</td>
<td>587</td>
<td>9</td>
<td>31</td>
<td>0</td>
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Number of teachers ('000s)

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<thead>
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<th>England &amp; Wales</th>
<th>Scotland</th>
<th>N. Ireland</th>
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</thead>
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<tr>
<td>Nursery and Primary</td>
<td>176.8</td>
<td>22</td>
<td>7.5</td>
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<tr>
<td>Secondary</td>
<td>197.8</td>
<td>24.3</td>
<td>9.7</td>
</tr>
<tr>
<td>Special</td>
<td>17.8</td>
<td>2.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Independent</td>
<td>59.2</td>
<td>2.7</td>
<td>0.1</td>
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Number of Post-compulsory education institutions

<table>
<thead>
<tr>
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<th>Wales</th>
<th>Scotland</th>
<th>N. Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>98</td>
<td>7</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Other HEIs</td>
<td>35</td>
<td>5</td>
<td>7</td>
<td>2</td>
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<tr>
<td>Further education colleges</td>
<td>278</td>
<td>22</td>
<td>43</td>
<td>6</td>
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<tr>
<td>Sixth form colleges</td>
<td>95</td>
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</table>

Number of students in higher education across UK ('000s)

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1540</td>
<td>937</td>
</tr>
</tbody>
</table>

Number of students in further education across UK ('000s)

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1053</td>
<td>2416</td>
</tr>
</tbody>
</table>
Current provision of ICT in schools

Access to technology

The average number of pupils per computer in schools has changed little over the past few years. The median number of learners for each computer in primary schools is 6.9 and in secondary schools is 3.4. (Becta 2010).

65% of primary schools and 63% of secondary schools consider themselves to have good computer access for learners. This compares to around 25% for primary schools and 18% for secondary schools in 2005. Only 5% of primary and 2% secondary schools consider themselves to have little access for learners. (BESA 2010)

Learning platforms and other classroom technologies

Learning platforms integrate a range of learning services. Most commonly these include learner and content management, curriculum planning, and electronic communications and collaboration tools. Since 2006-7, 56 per cent primary schools and 47 per cent of secondary schools have acquired learning platforms. This has taken the overall number of primary schools with a learning platform to 67 per cent and the overall number of secondary schools to 93 per cent.

Classroom technologies are extensively available in schools, especially primary schools. Teachers and ICT coordinators broadly agree about this extent. Most teachers however do not have access to handheld devices (PDAs), netbooks or mobile phones within their schools. (Becta 2010)

87% of primary schools and 64% of secondary schools consider themselves well resourced with Interactive whiteboards. This compares to around 25% for primary schools and 18% for secondary schools in 2005. (BESA 2010)
Digital learning resources

Schools were most likely to use a local authority framework to purchase technology. Some 29 per cent of primary schools and 19 per cent of secondary schools said they were very likely to do this. Some 8 per cent of primary schools and 18 per cent of secondary schools said they were not at all likely to do this. Schools were far less likely to use other frameworks, such as OGC catalyst, Becta’s frameworks or other public procurement consortia. (Becta 2010)

48% of primary schools and 32% of secondary schools consider themselves well resourced with digital learning resources. This compares to around 24% for primary schools and 29% for secondary schools in 2007. Only 4% of primary and 7% secondary schools consider digital content to be rarely or never available. (BESA 2010)

Workforce competence and confidence

71% of primary schools and 70% of secondary schools consider themselves to have good computer access for teachers. This compares to around 62% for primary schools and 46% for secondary schools in 2002. Only 2% of primary and secondary schools consider themselves to have little access for teachers. (BESA 2010)

Increasing numbers of teachers are making use of ICT resources in their lessons. Interactive whiteboards and other display technologies have been in wide use for some time now. Some 84 per cent of primary teachers use these at least once a day, compared to 72 per cent of secondary teachers. Other types of technology resources are also heavily used by teachers. Around half of teachers in both sectors make daily use of the internet in their work, for example. (Becta 2010)
A study of learning platform use found that this technology promoted consistency in areas such as lesson planning and lesson delivery, and helped with sharing ideas among staff. These in turn helped to encourage resource development by staff. In the schools studied this helped build teacher confidence and skills, and enabled the schools to develop a repository of materials that could be adapted each year to suit new groups of learners. (Jewitt et al 2010)

School e-maturity

In the academic year 2009-10, the average level of e-maturity of primary schools showed some slight improvement on the previous two years. Secondary schools however did show progress, with around four in ten schools being classed as e-mature. As we have noted previously, there continues to be a sizeable number of schools in the lower, ambivalent and late-adopter categories, especially among primary schools. Some 32 per cent of primary schools were in these lower categories compared to 21 per cent of secondary schools. (Becta 2010)

Becta has looked at the factors which best predict whether a school is e-mature, looking at a range of questions asked in the annual Harnessing Technology Schools survey and other data such as school type and size.

Participation in the Becta SRF as part of the school’s technology strategy is the biggest predictor of e-maturity, demonstrating that co-ordinated planning, integrated into school improvement, is important to achieving change. A far greater proportion of e-mature schools do this compared to those in the late adopter category.

CPD is a further important predictor of e-maturity. If leaders have confidence in funding for ICT CPD or CPD for teachers is in the technology strategy, schools are far more likely to have integrated technology than if this is not the case.
Integration of learning and management systems

Almost all secondary schools use a management information system (MIS), as do around 90 per cent of primary and special schools. However, many schools offer access to their MIS via a separate admin network only, indicating that integration of management information across staff groups is at an early stage. In around half of secondary schools (54%) access is restricted to specific workstations. On the other hand well over half of primary schools (60%) restrict access to a separate administration network. These percentages have remained relatively constant over the last few years.

In a minority of schools, teachers were able to access their schools’ management information system remotely. Some 22 per cent of primary, 39 per cent of secondary school teachers reported being able to access school Management Information Systems from home. This is an increase on the previous year of nine per cent of primary teachers and 29 per cent of secondary teachers. All but one ICT coordinator reported that their school’s Management Information Systems had some access restrictions in place. (Becta 2010)

Parental reporting

Schools have made progress in providing online reporting to parents. Over three quarters of secondary schools (77%) and under a quarter of primary schools (23%) make some use of technology for reporting to parents. Schools have opted to use many different technologies to do this. Learning platforms, websites information management systems, email and text-messaging are all used by schools. Many schools use more than one technology. The steady increase in this use is shown by looking at the number of schools reporting that parents use the school’s learning platform to access pupil information.

Some 13 per cent of primary schools use their learning platform to report to parents, in 2007-8 none of the primary schools surveyed did this. An additional 28 per cent of secondary schools...
began using their learning platform for this purpose over the same period, resulting in 35 per cent now doing this. (Becta 2010)

![Parents access pupil information via learning platform at least once a term](image)

**Parents access pupil information via learning platform at least once a term**

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-8</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>2008-9</td>
<td>6%</td>
<td>18%</td>
</tr>
<tr>
<td>2009-10</td>
<td>13%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Broadband infrastructure**

ICT coordinators in secondary schools were far more likely to know the speed of their internet connection than those in primary schools. Some 58 per cent of primary school respondents were unable to give a speed, as opposed to 16 per cent of secondary school respondents. This perhaps indicates that primary schools are more likely to rely on their local authority or managed service provider for these services. Even so, primary schools were far more likely to have a lower speed connection to the internet - 10 per cent of all primary school respondents had a connection speed lower than 2Mbps compared to around one per cent of all secondary respondents. (Becta 2010)
68% of primary schools and 55% of secondary schools consider themselves well resourced with broadband connectivity. This compares to around 38% for primary schools and 52% for secondary schools in 2002. (BESA 2010)

The impact of technology

In their study of the impact of technology on learning Becta stated that there is a “growing body of national and international evidence demonstrating the positive impact of digital technologies on measurable learning outcomes”. This report focuses on positive impacts, however, and there are concerns that there are unreported negative associations, too. For example use of interactive whiteboards increases the tendency for whole class teaching; that children are too technology dependent; that media is dominating pedagogy. These aspects are difficult to measure however.

The study reports the following claims relating to the impact of technology on measurable learning outcomes (in English, maths and science):

- At Key Stage 1, high attaining students perform even better, especially girls in maths, boys in science and both in English.
- At Key Stage 2, a term’s additional progress in English is achieved, as well as additional progress in some groups of maths and science by use of interactive whiteboards.
- At secondary level, a term’s additional progress is reported in KS3 science and an average gain in GCSE science equivalent to 52,484 students moving from grade D to C.

The study also reports that “young people with a computer at home are less likely to play truant at ages 14 and 16 than those without computer access. For example, having access to a computer at home is associated with a 5.8% reduction in the likelihood of playing truant at age 16”. However,
this may be because higher earning families may provide additional support as well as being those most likely to have a PC at home. (Becta 2009)

Schoolzone has noted in previous primary research among school leaders that use of technology is equated to increased engagement. That is, teachers often assume that use of ICT will lead to greater engagement. This may be based on experience, but it also tends to have and effect on research findings unless taken into account at the design phase.

Other studies have looked at whole school impacts. One study looked at the role of technology within strategies for school improvement. This study showed that of 181 schools that had been removed from Special Measures and Notice to Improve, 82 per cent reported that technology had played a key role in improvement. Strategies for using technology in these schools included greater use of information systems for monitoring and analysing learner achievement and progress; IT systems for managing and monitoring attendance and behaviour (lesson registration, parental alerting). (Becta 2008)
Policies, reviews and initiatives

Schools White Paper


http://www.education.gov.uk/b0068570/the-importance-of-teaching/

The White Paper points to a set of challenges that face teachers and schools. Teachers are constrained and burdened by an over-prescriptive National Curriculum and are unable to deal decisively with bad behaviour. Young people are being led towards qualifications that are not those best recognised by employers and universities. Schools have become too focused on meeting centrally-set targets and too much funding has been consumed by bureaucracy at local and national level.

The White Paper therefore seeks to remove these barriers and constraints, and ensure that funding is fairly distributed with more money helping the most disadvantaged. Parents and other groups are encouraged to set up alternative education provision through “Free Schools”.

These policies are broken down into action points and milestones along with other priorities of the Department for Education in its Departmental Business Plan.

http://www.education.gov.uk/aboutdfe/departmentalinformation/business%20plan/a0066705/department-for-education-business-plan-november-2010

Key priorities for reform are:

More high-quality schools and fairer funding

- Parents to have statutory right to per pupil funding allocations, local authority retention, and how schools spent their allocation. Threshold for school intervention increases by 5% to 35% of pupils achieving five good GCSEs.
- National funding formula to run alongside Pupil Premium. Funding structure to address current funding variations.
- School improvement funds:
  - £30 million fund for successful schools to achieve measurable mutual improvements with weaker schools;
  - £110 million Education Endowment Fund to stimulate school improvement collaboration and innovation.
- Encouragement for schools to apply for Academy status and for new providers to open “Free Schools”.

Reform of the school curriculum and qualifications

- Review and reform of the National Curriculum to focus on essential knowledge and concepts.
- Focus of central government support on strategic curriculum subjects, particularly mathematics and science.
- Reform of qualifications with move towards final examinations instead of modular components.
- More autonomy in teaching of curriculum (e.g. teachers will have scope to design courses).
- Promote achievement of a broad academic core at 16 and a rounded education:
- The proposed English Baccalaureate will record in league tables the success in a combination of subjects (sciences, the humanities and foreign languages); Hence, the take-up of Baccalaureate subjects by schools will be stimulated by competition and not by legislation.
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Reduced bureaucracy
- Fewer arm’s length bodies. Becta completely closed by March 2011. Roles concerned with purchasing frameworks, technical standards, safeguarding and policy transferred to Department for Education (DfE), Qualifications and Curriculum Development Agency (QCDA) and General Teaching Council for England (GTCE) to be closed by March 2012.
- Scaling back vetting and barring scheme to “common-sense levels”.
- New discipline strategy, aimed at giving more powers to teachers and schools.
- Reformed, lighter-touch inspection regime.

Better trained teachers and other professionals
- Increased funding for Teach First programme, including extension to include primary teaching.
- Improved initial teacher training and professional development.
- Revised teacher standards and performance management.

New support for Early Years
- Sure Start focusing on families with greatest need.
- Early Years workforce development.

Improved support targeted at most disadvantaged
- Green paper on special educational needs and disability
- Reform of child protection
Policy Reviews

There are a number of reviews have been commissioned by the Coalition government that have implications for education and children’s services.

A Review of the National Curriculum
The White Paper announced a review of the National Curriculum, though as yet no timescale has been announced. According to the White Paper, the new curriculum will have a greater focus on subject content, outlining the essential knowledge and understanding that pupils should be expected to have to enable them to take their place as educated members of society.

The Wolf Review of vocational education
Professor Alison Wolf was asked to report on vocational education, focusing on structure and institutions rather than specific qualification and their content. An interim report is due by the end of 2010, and a final report by Spring 2011.

Specific questions include:

- the organisation of vocational education for 14-19 year olds;
- the appropriate target audience for vocational education;
- the principles that should underpin content, structure and teaching methods;
- progression from vocational education to work, Apprenticeships, FE and HE.

A Review of the vetting and barring scheme (VBS)
The terms of reference for this review was agreed by Home Secretary Theresa May, Secretary of State for Education Michael Gove, and Secretary of State for Health Andrew Lansley. It will be led by independent Government adviser, Sunita Mason. It will report firstly on those elements which impact on the VBS with a full review being provided to the Home Secretary early in 2011.

An independent review on early intervention projects.
This Cabinet Office review will consider models of best practice around early intervention and how such models could best be disseminated and supported. Labour MP Graham Allen (Nottingham North) chairs the inquiry.

The review will also look to new and innovative funding mechanisms, including non government funding which will ensure the long term stability and funding of early intervention programmes.

The review will focus on the identification of best practice in the field of Early Intervention, the dissemination and delivery of best practice, and new ways to fund early intervention in the future.

A first report will focus on best practice, dissemination and delivery, and will report early 2011, and a second report will consider financial instruments and will report mid 2011.

Professor Eileen Munro’s review of child protection
The first report of this independent review of child protection was published in October. This report is purposely analytical and does not contain recommendations for change. It considers why
previous reforms have not made the improvements to practice and outcomes they were expected to make.

http://www.education.gov.uk/munroreview/

A review into the commercialisation and sexualisation of childhood

This review is being conducted by Mr Reg Bailey, Chief Executive of the Mothers’ Union. It will report back with recommendations in May 2011. The review will seek views of consumers, particularly parents and the business community.

It will look at the following themes:

- risks of harm and barriers to parenting
- principles - what is acceptable in this area and what is not
- consumer voice
- corporate social responsibility.


Frank Field’s review of poverty and life chances

Frank Field was commissioned by the Prime Minister in June 2010 to provide an independent review on poverty and life chances by the end of the year. The aim of the review was to:

- generate debate about the nature and extent of poverty in the UK;
- examine the case for reforms to poverty measures;
- explore how home environment affects a child’s ability to take advantage of their schooling;
- recommend action to reduce poverty and enhance life chances for the least advantaged.

The report was published in December 2010.
http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf

Funding

The government has instigated a wide-ranging programme of budget cuts across all departments. Within this context, the Department for Education has fared better than many other parts of government.

According to the Department for Education, the schools budget will increase in real terms in each year of the Spending Review period. But economies in other areas mean that there will be a total real reduction in Departmental resource spending of 3% by 2014-15. Following on from the decision to halt Building Schools for the Future (BSF), capital spending will be reduced by in real terms by 2014-15. The average annual capital budget over the period will be higher than the average annual capital budget in the 1997-98 to 2004-05 period.

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<td>Resource DEL</td>
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Capital DEL | 7.6  | 4.9  | 4.2  | 3.3  | 3.4  
Total DEL  | 58.4 | 56.1 | 56.3 | 56.2 | 57.2

DEL = Departmental Expenditure Limit  
Resource DEL excludes depreciation  
http://www.education.gov.uk/aboutdfe/spendingreview/a0065470/2010/012

Within the overall budget reduction for education, the dedicated budget for schools will rise slightly by 0.1 per cent. The government aims to spend £2.5bn on a “pupil premium” for schools that take children from disadvantaged backgrounds. However there are to be cuts to local authorities’ area-based grant allocations of £311m. This is not a ring-fenced grant, but is used to fund services that include social care, non-schools education, SEN, access and youth services. Local authorities will therefore have complete discretion over how and where these cuts are made.

The Education Maintenance Allowance, payments of £30 a week to students to remain in college beyond the age of 16, will be abolished and replaced with more targeted support. This will save some £500m.

Further savings will be made through a 33 per cent cut in the Department’s administrative budget, the closure of under-used buildings and the abolition or shrinking of non-departmental bodies. Becta will be finally closed by the end of March 2011; and the General Teaching Council for England and the Qualifications and Curriculum Development Agency will be closed by March 2012. These closures will produce savings of £80m. Other bodies such as the Training and Development Agency for Schools, the National College for School Leadership and the Young People's Learning Agency will make savings of £66m.
The new landscape for ICT in schools

There is no specific role for technology within the current white paper. So a technology will have to find a role in delivering the new government’s priorities.

Key questions are:

- **Can technology help bring about better quality schools?** For example, using collaborative technologies or shared services to help successful schools support weaker ones.
- **Can technology support delivery of the new Curriculum?** For example, through helping teachers share and develop new courses.
- **Can technology help reduce bureaucracy?** For example, through effective data collection and analysis.
- **Can technology help produce better trained teachers?** For example, through on-line just-in-time professional development.
- **Can technology support Early Years provision?** For example, through providing online support to parents.
- **Can technology provide support for the most disadvantaged?** For example, through assistive technology or safe online environments.

Many previous drivers of ICT use in schools have declined in influence with the change in government. The Harnessing Technology Strategy was owned and driven by Becta. With the abolition of Becta, certain functions have been passed to the Department for Education, but responsibility for the continuation of the strategy looks uncertain. The further devolution of budgetary responsibility to schools and a much lighter central administration have seen the end of this centrally-driven strategy.

The drastic scaling back of Building Schools for the Future will also impact on the growth of infrastructure investment in schools. The government also aims to introduce a lighter-touch inspection regime and reduce the bureaucratic burden on schools. These changes may diminish the regular focus on technology brought about by Ofsted visits and annual action planning.

**Continuing influences include:**

**Economy and efficiency**

Given the current economic climate, economy and efficiency are likely to increase their influence on technology adoption over the next few years. One Becta function that has been retained is the development of purchasing frameworks for ICT. Becta claims that these frameworks have saved the education system £260m since 2002. Also, schools that participate in collaborative arrangements can yield savings of between 20% and 35%. However, only about 50 per cent of primary schools and 33 per cent of secondary schools work through collaborative agreements with their LAs. This focus on value-for-money purchasing looks set to be more keen in future.

Technology can also help save teachers' time on administrative tasks, such as taking attendance, recording marks, and creating reports for parents, replacing manual and paper based tasks. Reducing this time means that teachers can be more effective and spend more time on the important work of teaching and supporting learning. These could include integrated use of data/systems in the areas management, parental reporting, electronic registration, assessment, diagnostics, behaviour monitoring. Time and cost can be saved through communication technologies such as automatic texting to parents, electronic communications between staff, learners and parents.

Other possible changes may be driven by the technology itself. For example:

**Mobile devices and wireless connectivity**

The functionality, performance and affordability of the growing number of mobile devices is continuing to improve along with faster more ubiquitous wireless connectivity. This could allow...
learners and staff to be connected to an 'info-cloud' of information, data, tools, services and other people as well as allowing interactions with objects and locations the real world. Wirelessly connected mobile devices can offer flexible access that allows staff to be more productive and save time on administrative and teaching tasks.
References

Becta surveys

Becta’s annual Harnessing Technology schools surveys (Becta 2010) identified increases in a number of areas of technology adoption. This survey was carried out annually among school leaders, ICT coordinators and teachers within primary and secondary schools in England. The 2010 surveys gathered data from 405 leaders, 363 teachers, 344 ICT Co-ordinators and 4,659 children and young people in years 5, 8 and 10.

The full Head Teacher, ICT Manager, Teacher and Learner surveys can be accessed here: http://research.becta.org.uk/index.php?section=rh&catcode=_re_os_02&rid=17829


The impact of digital technology, (Becta 2009) http://publications.becta.org.uk/display.cfm?resID=41343


Following Becta’s closure on March 31 2011, the Becta web site will continue to be accessible via National Archives. Becta’s research assets have also been taken over by the Institute of Education at the University of London.

BESA surveys

In addition, the annual British Educational Suppliers Association (Besa) ICT surveys provide useful data on ICT provision and spending in schools. This is a national survey carried out by C3 Education with the National Educational Research Panel (NERP) of schools.

The latest surveys were published in September 2010:

ICT in UK State Schools: Vol 1: Opinions and Trends

ICT in UK State Schools: Vol 2: Provision and Spending

Besa research is available to members and for individual purchase. Please contact rlevene@besa.org.uk for further information.