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# Service Children's Education

## Strategy

### Information & Communications Technology



2012 - 2015

An Agency of the Ministry of Defence

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<b>Title</b>	ICT Strategy
<b>Reference number</b>	SCE 1/2/9/1
<b>Supersedes</b>	ICT Strategy Ref: SCE 1/2/9/1 dated November 2007
<b>Date of issue</b>	
<b>Review date</b>	
<b>Review by &amp; lead member of staff</b>	ICT Manager and ICT Adviser
<b>Prepared by</b>	
<b>Consultation</b>	
<b>Impact Assessment</b>	Yet to be undertaken
<b>Implementation</b>	This document outlines the overall ICT strategy for the period 2012 to 2015
<b>Supply / distribution</b>	Available as a read-only document (PDF) on the cLc
<b>Other relevant approved documents</b>	
<b>Approved by</b>	DCE
<b>Authorised by</b>	Executive Board

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## **Introduction:**

This ICT Strategy for SCE will deliver a wide range of advantages and benefits for all staff and pupils. To be successful this ICT strategy must be founded on a clear and widely supported vision of what is to be achieved. This 3-year strategy builds upon foundation established by the previous ICT Strategy, which covered the period from 2007 to 2010.

Two key themes underpinning this strategy are empowerment and ensuring that the learner remains at the heart of all that we do. We are committed to using ICT to resource, facilitate and allow opportunities for self-development and engagement in learning. To support this commitment, we need to encourage and celebrate creativity and innovation, and recognise the role ICT has to play in unlocking potential and providing opportunities for exploration and expression. Furthermore, we must also recognise a need for flexibility and open-mindedness if we are to support innovation. By seeking to use technology to remove traditional barriers to learning, ICT becomes an important element in realising our vision

## **Our vision:**

### ***"Delivering change through ICT"***

At the heart of this vision is the aim of raised achievement for all. SCE will ensure that it leads educational developments and debate within the field of ICT, so that:

- the creative and high quality use of ICT supports learning and teaching for all
- ICT extends opportunities to learn beyond the school
- e-working streamlines and improves organisation, communication and management processes for all

## **Key ICT priorities identified in the SCE Strategic Plan (2012 – 2015)**

- Ensure that e-safety training & awareness raising is supported by SCE policy & on-going training delivery for all settings
- Attainment & achievement of children & young people, whilst in SCE schools, is at least as good as or better than national averages
- Use ICT & new technologies across the curriculum to prepare children & young people for the future
- Children & young people's ability to apply skills appropriate to their age in oracy, literacy, numeracy, information & communication technology (ICT) & functional skills within a range of contexts
- Improve, & develop further, clear & effective communications between all parts of the Agency
- To ensure that appropriately skilled staff are in the right place at the right time to meet SCE commitments
- Develop and embed risk management processes

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### **ICT supports the SCE Strategic Plan by:**

- Ensuring ICT plays an appropriate role in educational developments within SCE
- Leading and co-ordinating the strategic vision for ICT with all stakeholders in order to implement national priorities
- Ensuring the safeguarding of staff and pupils with and beyond schools when using online technologies
- Raising standards in ICT, ensuring every child achieves in order to prepare pupils with the necessary skills to become e-confident citizens.
- Supporting teachers to use ICT with confidence, competence and capability.
- Continuing with research and development into new and emergent technologies to ensure that the quality of provision is maintained and the infrastructure is sustained and supported.
- Providing opportunities for personalised learning.
- Providing a digital infrastructure that supports anytime anywhere learning
- Providing an infrastructure that enables clear and effective communication across the Agency, whilst responding to changes in the Military footprint.
- Providing a digital infrastructure that stores data securely and consistently at all locations

### **This ICT Strategy is about ICT Excellence in Schools**

At the core of effective use of ICT in education is the concept of the ICT excellence. A school that aspires to excellence in ICT is one that uses technology to benefit the whole school community. This involves ICT being used:

- to make significant contributions to learning across all subjects and ages
- to improve access to learning for all its pupils and staff
- to offer a range of approaches to teaching, matched to different learning styles
- to promote learner autonomy
- to facilitate anytime anywhere learning – i.e. learning beyond school
- to improve organisational effectiveness and efficiency
- as a tool for whole-school improvement
- and all members of the school community know how to keep themselves safe on-line

A school that develops ICT Excellence achieves high levels of ICT capability amongst its pupils and staff. The ICT Mark self review framework offers an evaluation tool that schools can use to assess their e-maturity and benchmark their performance against other schools. There is also the option of going on to achieve the ICT Mark award.

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***In order to deliver this ICT Strategy:***

**SCE will need to:**

- provide support for teachers using ICT at all key stages
- keep up to date with innovative practices and emergent technologies
- provide e-safety advice, training and support
- monitor standards in ICT
- promote the role of digital resources to personalise learning
- provide opportunities for anytime anywhere learning
- support the use of virtual learning environments as a tool for communicating and sharing resources
- ensure that the networking infrastructure is sustained and the hardware/software is subject to technical refresh at regular intervals.
- ensure that an acceptable level of ICT Technical Support is maintained

**Schools will need to:**

- ensure planning includes coverage of the statutory programme of study for ICT
- provide opportunities for staff to develop their confidence and competence with new technologies
- have a whole school strategy for e-safety
- deliver the programme of study for ICT with evidence of a range of outcomes
- integrate the use of digital resources as part of a flexible approach to learning
- promote the use of anytime anywhere learning with their wider community
- encourage users to develop learning opportunities within a virtual environment
- understand the importance of allowing upgrades to systems to take place at regular intervals to ensure that staff have the appropriate platform to deliver the curriculum.
- understand the importance of reporting all ICT related matters to the Service Desk

**So that children and young people can:**

- learn relevant skills through a broad and challenging curriculum
- explore new opportunities for learning
- learn how to keep themselves safe in an online environment
- demonstrate ICT capability
- make appropriate choices about the tools they use to develop their learning
- access and develop their work within and beyond school
- explore the benefits of learning in a virtual environment
- learn using reliable and up-to-date infrastructure that is consistent at all schools
- learn with the assurance that the ICT is well maintained

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- ensure that all hardware, where appropriate, is properly security protected
- ensure that all ICT systems comply with MoD and Cabinet Office policy rules and guidance on risk management and security accreditation
- understand that only official approved devices are to be used on the network
- understand their responsibilities for handling data in line with Information assurance policy
- continue to use ICT as a tool to support teaching and learning safely and securely, within relevant security constraints
- have confidence that their data is being stored safely and understand the issues around saving and sharing information

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**ICT Action Plan (2012 – 2013)**

What we aim to achieve	How we plan to achieve it	Indicators of success
Provide support for teachers using ICT at all key stages	<ul style="list-style-type: none"> <li>• work with ISP consultants to identify the role of ICT in raising achievement plans (RAPs)</li> <li>• provide senior leaders in schools with the tools to identify staff training needs</li> <li>• work with staff in schools to deliver identified training</li> <li>• work with teachers to ensure that curriculum planning covers the statutory requirements of the Programme of Study</li> <li>• demonstrate how teachers can enrich the curriculum through creative and innovative use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• all staff involved with school improvement are exploiting appropriate ICT to achieve the intended outcomes.</li> <li>• All staff display high levels of ICT competence and confidence</li> <li>• IAs and OfSTED comment on evidence that the statutory Programme of Study is being covered</li> <li>• staff and pupils are inspired by their achievements</li> <li>• RAPs for category 3 and 4 primary schools include the use of ICT to meet the priorities of schools</li> <li>• Lesson observations, pupil voice from schools</li> <li>• IA reports include standards and coverage of ICT in school</li> <li>• Sharing of good practice through TeechMeet, cLc, Excellence Awards, Newsletters</li> </ul>
Keep up to date with innovative practices and emergent technologies	<ul style="list-style-type: none"> <li>• procure a range of technology to provide a loan service to schools</li> <li>• identify and recommend / purchase software for schools in relation to curriculum developments</li> <li>• develop knowledge through CPD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• hardware and software is found in schools that provides opportunities for staff and pupils to explore and develop innovative practices</li> <li>• Evaluations from trials</li> <li>• Publication to share good practice across the Agency</li> <li>• Feedback from CPD events</li> </ul>

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<p>Provide e-safety advice, training and support</p>	<ul style="list-style-type: none"> <li>• encourage schools to use the self review tool to assess their level of e-maturity</li> <li>• work with schools to develop and implement an action plan which meets the criteria of the e-Safety Mark</li> <li>• provide all schools with documented guidance that covers all aspects of e-Safety</li> <li>• offer training to staff, pupils, SGC and parents</li> <li>• collate, update and promulgate relevant resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>• every school has an e-Safety policy that includes an Acceptable Use policy (AUP) that is signed by staff, pupils and parents</li> <li>• consistency in message</li> <li>• schools have one or more staff who have been awarded the accredited EPICT e-Safety Awareness module</li> <li>• an increasing number of schools are awarded the e-Safety Mark</li> <li>• 360 online register</li> <li>• E-safety mark register (2 schools per year)</li> </ul>
<p>Monitor standards in ICT</p>	<ul style="list-style-type: none"> <li>• moderate pupils work in year 2, year 6 and year 9 on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>• report of standards published annually</li> <li>• data is used to identify annual priorities for ICT development in schools that are recorded on action plans</li> <li>• RAPs indicate the need to develop / improve standards of attainment in ICT</li> <li>• School Visit Reviews</li> <li>• ICT Support Plans (Secondary)</li> </ul>
<p>Promote the role of digital resources to personalise learning across the curriculum</p>	<ul style="list-style-type: none"> <li>• work with all consultants to ensure they know how to access and use the digital resources available</li> <li>• encourage all consultants to promote the use of digital learning resources, for staff and pupils, within and beyond school</li> <li>• staff trained how to manage and use digital technology</li> <li>• work with relevant staff in school to ensure autonomous maintenance of accounts for digital learning services</li> <li>• develop the networks to ensure that consultants can securely access and share their data from any location</li> </ul>	<ul style="list-style-type: none"> <li>• statistical reports of current services, Espresso and Education City, provide evidence of usage</li> <li>• Success Tracker in Education City provides detailed analysis of class, group and pupil progress</li> <li>• school accounts are kept up-to-date to ensure access for all</li> <li>• Teachers planning indicates the use of Espresso / Education City</li> <li>• Pupil / Parental voice indicates the positive impact of digital resources</li> <li>• Consultants able to access their data from any SCE device</li> </ul>



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	<ul style="list-style-type: none"> <li>•</li> </ul>	
Provide opportunities for anytime anywhere learning	<ul style="list-style-type: none"> <li>• arrange pilot projects and evaluate their impact on learning</li> <li>• ensure that staff within schools and SCE know how to access 24/7 resources</li> <li>• assist schools in developing partnerships with parents through access to 24/7 learning</li> </ul>	<ul style="list-style-type: none"> <li>• a knowledge base is available for all schools to reference when considering purchase and use of new technologies</li> <li>• statistical reports show high levels of usage</li> </ul>
Support the use of virtual learning environments as a tool for communicating and sharing resources	<ul style="list-style-type: none"> <li>• explore a range of VLEs in order to provide a range of choices for schools</li> <li>• model good practice through exploiting the features that VLEs offer</li> <li>• encourage staff and pupils to access, refine and review their work beyond school</li> <li>• work with schools to engage parental involvement with their VLE</li> </ul>	<ul style="list-style-type: none"> <li>• schools are actively using their chosen VLE to enable learning within and beyond school</li> <li>• the SCE portal provides an attractive and relevant learning environment for teachers and other staff to access</li> <li>• schools report that parents actively use the VLE to support their child's learning</li> </ul>
ensure that the networking infrastructure is sustained and the hardware/software is subject to technical refresh at regular intervals.	<ul style="list-style-type: none"> <li>• ensure that up to date hardware is provided to schools up to scaled levels</li> <li>• Upgrade all Server operating systems from MS Server 2003 to MS Server 2008</li> <li>• Upgrade all Desktop operating systems from MS Windows XP to MS Windows 7</li> <li>• Upgrade all Office Automation software from MS Office 2003 to MS Office 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment replaced at end of life</li> <li>• All network servers upgraded to MS Server 2008</li> <li>• All network desktops upgraded to MS Windows 7</li> <li>• All Office Automaton software upgraded to MS Office 2010</li> </ul>
ensure that an acceptable level of ICT Technical Support is maintained	<ul style="list-style-type: none"> <li>• Recruit and retain appropriately skilled specialist ICT staff</li> <li>• Ensure that systems and processes are standardised to make the most effective use of support resources</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of support identified in the SLA are delivered</li> </ul>
ensure that all hardware, where appropriate, is properly security protected	<ul style="list-style-type: none"> <li>• Encryption applied to mobile ICT devices, where appropriate, in line with LF policy</li> <li>• Networks appropriately protected from intrusion and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• SCE networks accessible securely via officially issued equipment</li> </ul>

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ensure that all ICT systems will comply with MoD and Cabinet Office policy rules and guidance on risk management and security accreditation	<ul style="list-style-type: none"><li>• Risk Management and Accreditation Document Set produced and accredited by Land Forces</li><li>• Recommendations from the LF penetration test implemented</li><li>• Consistent account management policy implemented</li></ul>	<ul style="list-style-type: none"><li>• RMADS approved by accreditor and accreditation certificate issued</li><li>• IAMM Level 3 maturity achieved</li></ul>
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