

School Support Case Studies



Supporting the new ICT Co-ordinator

Kate suddenly became ICT Co-ordinator as a result of staffing issues at her school. As Science Co-ordinator, she is an enthusiastic user of ICT, but was understandably not familiar with the ICT curriculum and schemes of work at Key Stages 2 and 3. The key objective was to support Kate in developing her ICT subject knowledge, planning and assessment. A year's programme was set up to give Kate ICT consultancy support each half term. This followed a cycle of planning the next units of work together, software and hardware skills training where needed, classroom support, assessing pupils' work, and review. One term later, Kate is becoming increasingly confident about her subject knowledge, about assessing pupils' work accurately, and understanding national curriculum requirements.



Embedding ICT in the Primary Art Curriculum

The process of embedding ICT across the curriculum in the school highlighted that ICT was not being effectively used, with consistency, across the year groups. Jeff, the ICT Co-ordinator, was eager to share with staff some of the ways in which ICT can help pupils to develop their creativity and imagination. He asked the consultant to run an afternoon session for the whole staff on the next closure day. There were two key objectives; first, to identify and share with staff opportunities for using ICT in the QCA Scheme of Work for Art at Key Stages 1 and 2; and, second, to train staff to use the school's art software and related hardware. At the end of the session, teachers had explored, and reflected on, some of the possibilities of using ICT, and each planned one art activity incorporating ICT for the following term as a first next step.



Interactive Whiteboard Support

Jackie was excited at the prospect of having whiteboards in every classroom. Only one class (in Year 1) was now without. All staff had received basic skills training when the bulk of the whiteboards were initially installed. However, although some teachers were enthusiastically making good use of the whiteboards and a range of resources, Jackie recognised that others were less confident. She contacted the consultant who suggested a twilight training session for all teachers, with the key objective of developing confidence in staff, and sharing good practice. The session began with a review of basic skills, a demonstration of useful resources to support different curriculum areas, a hands-on workshop and finally a sharing of ideas.

The more confident users were able to share ideas with those less confident, and also build on their existing materials.

PRICING

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