Becta
leading
next generation
learning

# Enabling Next Generation Learning

## Enhancing learning through technology

A guide for those who work with schools

# Contents

# Six ways towards Next Generation Learning

As the Government's agency for technology in education, Becta is responsible for ensuring that technology is used to provide better learning experiences and outcomes for all learners.

We urge schools to make six key contributions towards providing Next Generation Learning:

**Improve your school**
develop and follow a strategy that uses technology to achieve better outcomes for learners

**Plan sustainable success**
balance the economic, social and environmental aspects of technology for learning

**Achieve best value**
secure quality, fit-for-purpose technology, with the right support, at the right price

**Safeguard learners online**
protect, educate and empower everyone to keep safe and secure online

**Inspire parental engagement**
enable parents to access and use technology for a positive impact on their children's learning

**Make learning personal**
support learners to make effective, discriminating use of technology that meets their needs

This guide is for all who provide support and challenge to schools and work with them to enable Next Generation Learning.

# Becta and Next Generation Learning

At Becta, our goal is simple: to see that technology benefits learners, their families, the economy and wider society. It's a big ambition, but that's what Next Generation Learning is all about.

Our Next Generation Learning campaign is raising awareness among parents, carers, employers and learners of the benefits of the use of technology in education. In the not-too-distant future, users and beneficiaries of the education system will make clear demands of education providers, based on greater understanding of their needs, informed awareness of technology, and knowledge of what is available to help them.

To make sure that users' expectations, needs and wants are met, schools need to be prepared: they need to be aware of the factors that will help them achieve this. Schools need to know where to go for advice, support and challenge. Becta is leading Next Generation Learning, but we can't work alone. Governors, local authorities, government agencies and all those in the technology industry have a role to play in enabling Next Generation Learning to become a reality.

We know that technology can make a difference. Technology has a role to play in supporting schools in solving problems, facing challenges and delivering success.

If technology is to deliver success, it has to be carefully considered. The Government would like every school to be a sustainable school by 2020. Every school needs to balance cost, quality and reliability in achieving best value from technology. Learners must be protected, but they must be supported and empowered to protect themselves. Learning needs to be personal, and technology can enable this. Parents must be aware of all that technology can offer and how it can help them be more involved. Research clearly shows that the single most important factor behind educational achievement is getting parents and carers involved in their children's learning.

Schools cannot enable Next Generation Learning alone. Becta is leading *Harnessing Technology: Next Generation Learning 2008–14* to provide the structure for policy formation and system change. Local authorities, partners and industry suppliers need to work with schools to guide them in making the most of technology for learning. The future of education depends on it.

# Improve schools

**When Becta urges schools to enable Next Generation Learning, we're talking about whole-school improvement. We're encouraging leaders to create better learner experiences and outcomes by putting technology at the heart of the school improvement strategy and seeing it through.**

Becta helps leaders to see that improving their schools through technology enables learners to:

- engage in a wider range of learning experiences

- learn at a pace and time to suit their needs

- benefit from improved teaching approaches

- access information and learning resources safely and securely

- involve their parents and carers in their education

- extend learning beyond the classroom.

For whole-school improvement, Becta advises school leaders to:

**Manage change effectively...** The way for a school to improve is not necessarily with more equipment, but through better use of existing technology, and by embedding it across the whole school.

**Start with Becta's self-review framework...** Schools can use this online tool to review their technology in a structured way and inform overall school improvement strategies and plans.

**Commit to the Next Generation Learning Charter...** All schools have the opportunity to make a public commitment to providing better learning opportunities through the effective use of technology.

# Supporting schools to improve

### Help schools manage change effectively
Schools need support in moving forwards so that technology enables and enhances learning. They need challenge to help them think of new ways forward and develop greater ambition for technology and what it can do for them and their learners. Technology needs to be at the heart of a school improvement strategy that:

• has a vision for successful change

• ensures that teachers get the training they need

• helps teachers see what's in it for their pupils and for themselves

• provides quality, fit-for-purpose technology, with the right support, at the right price

• creates action plans to keep people on track.

Improve your school:
www.becta.org.uk/improveyourschool

### Understand the self-review framework
School leaders will look to their local authorities, peers, governors and advisors to engage with them as they review their technology as part of their whole-school improvement plans. With so many schools already using the self-review framework, schools in any one local authority area can benchmark their performance against that of half the country's schools.

Working through the self-review framework offers schools a clear indication that they are making progress, moving beyond ICT acquisition, and considering how best to use technology to improve learning.

Self-review framework:
www.becta.org.uk/selfreview

### Support schools through the Next Generation Learning Charter journey
The Next Generation Learning Charter is a way for schools to make a public commitment to making the most of technology. The charter guides them on a journey in which they:

• commit to clear goals

• recognise the progress they are making towards these goals

• can gain accreditation for achieving the national standard, through the ICT Mark

• can celebrate excellence, through the ICT Excellence Awards.

Committing to the Next Generation Learning Charter is a simple step towards making a difference.

Next Generation Learning Charter:
www.becta.org.uk/
nextgenerationlearningcharter

# Plan sustainable success

**When Becta talks to school leaders about planning for Next Generation Learning, we want them to understand and commit to a school strategy that is sustainable and balances the economic, social and environmental aspects of technology for learning.**

Becta helps school leaders to focus on creating better learning experiences and outcomes by enabling their schools to:

- work towards whole-school sustainability, including the planning of technology

- develop technology infrastructure that's safe, cost-effective, innovative, reliable, coherent, fit for purpose and fit for planet

- plan effective technology for the school's own context

- build an effective information management strategy that supports learners, staff, parents and the wider community

- incorporate established educational standards and specifications in technology for learning

- ensure that new buildings and existing learning spaces are fit for purpose.

To develop sustainable technology that meets their needs, school leaders should:

**Build an effective information management strategy...** A good information management strategy helps schools deliver their aims around learning and teaching, management and administration.

**Work with established technology standards and specifications...** Schools should make use of established standards and specifications that set out what they should expect their technology to achieve, when working with suppliers and support providers.

**Plan an appropriate learning environment...** By focusing their technology strategies on enhancing learning through an appropriate environment, schools will be able to use innovative design and technology to best effect.

**Assure technical reliability through FITS...** Becta's Framework for ICT Technical Support (FITS) enables schools' technical support providers to implement best practice and measure the effectiveness of their support.

# Helping schools plan sustainable success

### Support a vision for sustainable technology

Governors, local authorities, government agencies and all those in the technology industry need to help schools think first about how they will enable better learner outcomes through technology, and then think about technology infrastructure that's safe, affordable, innovative, reliable, coherent, fit for purpose and fit for planet.

### Encourage schools to manage information better and more securely

Schools need to establish an effective information management strategy to help them improve the quality of their data and provide better support to learners, staff and parents. To help schools make the right choices in procuring and using systems that meet their needs and expectations, local authorities can use Becta's information management strategy framework to establish a baseline position, focus resources and provide support where it is most needed.

### Work to established technology standards and specifications

It's important for schools to plan what they need their technology to achieve. Encourage them to use our functional specifications, and meet their needs by basing your products and services on our functional and technical specifications.

### Develop appropriate learning environments

Local authorities have a clear role in leading schools in their planning around capital expenditure and building development. All other stakeholders involved in developing the learning environment should encourage and guide schools to plan their technology implementation as an integral part of building design or adaptation.

### Meet best practice in technical reliability

All education providers need their technological solutions for better learner outcomes to be reliable in practice. Becta's Framework for ICT Technical Support (FITS) supports change management. FITS enables schools' internal and external technical support providers to implement best practice and measure the effectiveness of their support. Providers of managed services should ensure that their ICT maintenance and support meet the best practice set out in the framework.

Plan sustainable success:
www.becta.org.uk/plansustainablesuccess

# Achieve best value

**To help schools and colleges invest in Next Generation Learning, Becta provides the necessary help and guidance to buy quality, fit-for-purpose technology, with the right support, at the right price.**

Becta helps school leaders invest well in ICT in order to:

- achieve better value through technology that meets established standards for education

- improve learning outcomes through the deployment of effective ICT technologies

- secure affordable and sustainable technology over the long term

- identify the most appropriate and cost-effective level of technical support

- achieve safe and secure access to information and learning resources

- establish more effective ways of handling and communicating information

- develop a robust and flexible route to personalising learning

- develop capabilities to extend learning beyond the classroom.

Schools can achieve best value from their ICT investments by:

**Taking advantage of Becta's range of procurement arrangements...** Becta is working with schools, governors, local authorities and government agencies to offer a range of procurement frameworks. All provide a simplified and shorter purchasing route that gives schools the guidance and support they need when purchasing technology, covering:

- **infrastructure services**

- **learning platform services**

- **accredited internet services**

- **consultancy services**

- **software licences.**

# Enabling schools to achieve best value

## Understand what best value means for schools

Everyone in the technology industry who supplies equipment and services to schools needs to understand schools' requirements to improve learner experiences and outcomes, based on a vision for sustainable technology.

To help achieve their goals, schools look for:

- a list of approved suppliers who understand their educational needs

- products and services delivered at high standards, evaluated by Becta

- consistent and robust contractual terms with controlled local flexibility

- ongoing business and technical monitoring of suppliers

- better value from purchases through aggregation of demands

- simple, cost-effective arrangements for buying software licences

- open interoperable solutions, such as the Systems Interoperability Framework, to allow data transfer between applications within a school and between institutions.

- EU-compliance throughout.

## Work towards reliable infrastructure services

Schools will seek to reduce their technical burden while increasing the reliability of their technology. Help schools plan over time by working with them to establish predictable costs and reduce risks through a service-based approach.

## Aim for a robust and flexible learning platform

Local authorities and schools should choose from a range of approved suppliers whose solutions can meet standards that deliver a cost-effective and reliable learning space. They will want to deliver flexible access for all learners and teaching staff and facilitate the provision of personalised learning.

## Provide accredited internet services

Local authorities and schools should look for accredited suppliers that meet and maintain specific standards in content filtering and service performance. They will want to know that a supplier can securely and flexibly deliver safe content to learners. Last but not least, constant monitoring will need to ensure service excellence and best practice.

## Offer competitive and proven consultancy services

When local authorities and schools need to engage consultants to develop and implement their vision for ICT they should make use of the Consultancy Services Framework. This will enable them to obtain competitive rates more easily from consultants with proven educational knowledge and experience.

## Encourage local authorities and schools to use the Software Licensing Framework

Becta collaborated with OGCbuying. solutions, an executive agency of the Office of Government Commerce (OGC), to enable local authorities and schools to obtain software licences through simple, cost-effective arrangements.

Achieve best value:
www.becta.org.uk/achievebestvalue

Achieve best value

# Safeguard learners online

**Becta challenges and supports school leaders to safeguard next generation learners by protecting, educating and empowering everyone to make sure that all learners keep themselves safe and secure when using technology.**

School leaders need to move towards a model of empowerment by:

- taking action on responsible, safe online use by putting the right whole-school protection policy in place

- educating everyone in their organisation, including all learners and staff, to learn how to protect themselves and others online

- ensuring that learners understand the three Cs: appropriate Content, Contacts and Conduct

- monitoring regularly to make sure their protection procedures – through technology and the way people use it – are effective.

Becta encourages schools to develop a whole-school policy to safeguard learners online:

**Protect, educate and empower within and outside school...** Being safe in the digital world is not just about having the right technology safeguards in place. Increasingly, it's about schools empowering learners to keep themselves safe, and encouraging staff to protect themselves and their learners by using only recognised school systems.

**Create an acceptable use policy...** Becta urges schools to create an acceptable use policy (AUP) detailing the ways staff, pupils and all network users can and cannot use ICT facilities.

# Ensuring schools safeguard learners

## Safeguarding means protecting, educating and empowering

Schools are aware of their overall duty of care, which includes the safety of all children and those within the 14-19 sector. Within this duty of care for schools there is a particular responsibility when providing, implementing and deploying technologies that enable learners to communicate, collaborate and connect with others over the internet or in shared electronic networks.

While safeguarding learners is not a technology issue in itself, all those organisations working with schools to provide technology infrastructure and services need to help schools base better learning experiences on protection, education and personal empowerment for safety and security.

## Help schools move towards personal empowerment

Becta encourages schools to create an appropriate model to protect learners online when in their care and educate them to protect themselves when they're not in their care. Every school has its own specific situation within which it needs to operate responsible, safe online use.

All schools should work from a basis of protection towards a whole-school model of personal empowerment. For the best results, we urge schools to use Becta's information management strategy framework and data handling security guidance. While we want schools to take advantage of Becta's tools and knowledge, they will need help from all their partners to achieve this fundamental shift.

Understand that when you are working with schools on online protection, you should promote the responsible use of technology, encompassing policy, infrastructure, education and standards. You should expect governors and headteachers to take the lead in embedding the agreed safeguarding policies.

## Contribute towards an acceptable use policy

Schools should look to their local authorities for sample acceptable use policies (AUPs) that relate to local circumstances. All partners working with schools on online safety should encourage them to link their AUPs to other school policies such as anti-bullying, and to guidance on copyright and plagiarism.

Safeguard learners online:
www.becta.org.uk/safeguardlearnersonline

# Inspire parental engagement

**Becta urges all school leaders to engage parents in Next Generation Learning by supporting and inspiring them to access and use technology for a positive impact on their children's learning.**

School leaders need to address ways to improve learners' achievement by using technology to help parents get closer to their children's learning:

- providing parents with secure access to the information they want, when and how they choose

- enabling parents to get online access to up-to-date, school-based information about their children's attendance, behaviour, achievement, progress and special educational needs

- encouraging parents to have more meaningful conversations about their children's learning, both with the school and with their children

- saving the time of teachers and other school staff, and making their lives easier.

Becta knows from the excellent practice pioneered in schools that using technology to communicate more efficiently, meaningfully and effectively with parents makes a real difference for learners, parents and schools. We encourage schools to:

**Manage their approach to inspiring and engaging parents...** Schools are beginning to understand that inspiring parents to get engaged, not merely involved, means challenging the effectiveness of technology solutions they already have in place.

**Start with Becta's framework for online reporting...** With secondary schools in England now expected to provide secure, online access for parents by September 2010 to support their children's progress, and primary schools by 2012, all school leaders are presented with a real challenge. School leaders need to consider how they will use their whole-school technology strategy to develop a shared understanding of the online reporting agenda with staff, parents and pupils.

**Consider access to technology at home**
With an increasing number of families having access to technology and the internet at home, there are more opportunities for constructive online learning activities to take place outside the classroom. Schools need to plan to exploit these opportunities.

# Encouraging schools to engage parents

## Collaborate to inspire parents to play a more active and positive role

The level of parental engagement in their children's education is a key indicator of educational performance in future years. Providing access for all parents is the first step. Timely and accessible information then needs to stimulate purposeful dialogue and partnership between parents and schools for the benefit of learners.

## Help school leaders to manage the overall approach to engagement

All those involved in working with schools on effective technology need to understand the pressure upon school leaders to involve and engage parents in their children's education.

It's important to inspire schools about the benefits of engaging with parents: from better safeguarding, to saving staff time, to improved achievement by learners.

Industry suppliers need to clearly demonstrate how their information management systems, learning platforms and services support schools to communicate with parents effectively, efficiently and meaningfully. Suppliers should encourage schools to consider using a wider range of technologies to inspire parental interest – from the school's public website and email, to SMS text and phone messaging, to allowing parents access to school computing facilities.

## Support Becta's framework for online reporting

Becta is working with schools that are moving towards online reporting to create a framework which can be used to ensure that online reporting provides clear benefits to all stakeholders, such as:

- more meaningful and timely communication, leading to parents becoming more responsive

- better informed parents being able to work closely with the school to support their children's needs

- the sharing of more easily managed electronically held information, when and where it is convenient.

Now is the time to support schools to improve the performance of learners by enabling schools to manage information efficiently and communicate with parents in meaningful and timely ways.

## Encourage schools and local authorities to make the most of Home Access

Home Access is the programme that encourages parents and carers to get internet access at home to make it easier for them to become involved in their children's learning.

In early 2009, Becta will run pilot programmes in Oldham and Suffolk to trial the purchasing logistics and eligibility criteria. The wider roll-out of Home Access is planned for 2009, with full coverage across England by 2011.

Inspire parental engagement:
www.becta.org.uk/inspireparentalengagement

# Make learning personal

**School leaders can make Next Generation Learning personal by supporting all learners to make effective, safe and discriminating use of technology.**

Personalising learning through technology helps schools:

- give learners the choice to learn at a pace and time to suit their needs

- improve the range of teaching approaches

- extend the choices available to learners

- offer a wide range of engaging learning experiences

- enable learners to tackle a wider range of subjects, in greater depth

- support learners to create their own learning pathway.

Becta urges school leaders to work towards achieving the best educational outcomes through tailoring teaching and learning to the needs of each learner. To increase the number of learners with the skills and abilities to access and make effective, safe, discriminating use of technology for learning, schools need to:

**Plan to make learning personal...** To realise the benefits of how technology can support personalising learning, school leaders need to look closely at their school's current technology capabilities and put technology at the heart of the school's improvement plans.

**Find the right learning platform...**
The Government wants every school to be making effective use of learning platforms by 2010. Part of this goal is for every learner to have access to a safe and secure personal online learning space.

# Supporting schools to make it personal

### Understand what making learning personal really means

Becta is working to promote a common vision for the transformation of education through personalising learning. Our continuing engagement with learners and schools aims to develop a mature understanding of how technology tools such as learning platforms can bring better learning outcomes. The focus is on tailoring available resources to learners' interests, presenting them with relevant information and enabling them to make the most of the opportunities.

### Develop appropriate plans to make learning personal

Many schools are already working alongside local authorities and industry suppliers to find more inspiring and interactive opportunities for learners. All those involved in working with schools on improving learning outcomes through technology must make sure they help partner schools develop appropriate strategies to make use of personal online learning spaces, including staff development in teaching practice and content use.

Schools can use Becta's self-review framework to help them assess the suitability of a technology to best meet their needs and provide value for money. We have also developed functional and technical specifications for learning platforms. Local authorities and schools can choose from a list of approved suppliers to provide best-value learning platforms.

To help schools meet the needs of their learners, learning platform suppliers, content suppliers, local authorities and regional broadband consortia (RBCs) should join the UK Access Management Federation for Education and Research.

### Help local authorities find the right learning platform for their schools

Individual schools understand that personalising learning requires the development of learning paths that best suit particular aptitudes, underpinned by a commitment to help all students achieve their potential.

Local authorities will want assurance from partners that the learning platform they procure for their schools integrates learning and school management systems. Then students can work at their own pace, when and where they can be most productive, and teachers can work more closely with all students' abilities and interests.

The right learning platform will enable learners and teachers to share and store resources which can be accessed from within and outside the school. Ultimately, the school will want to know that the learning platform streamlines administration, saves time and reduces costs.

Make learning personal:
www.becta.org.uk/makelearningpersonal

# Support the future of learning today

**Children are growing up in a technological age and are likely to be more comfortable with technology than most adults.**

We know that when applied to learning, technology can bring huge improvements.

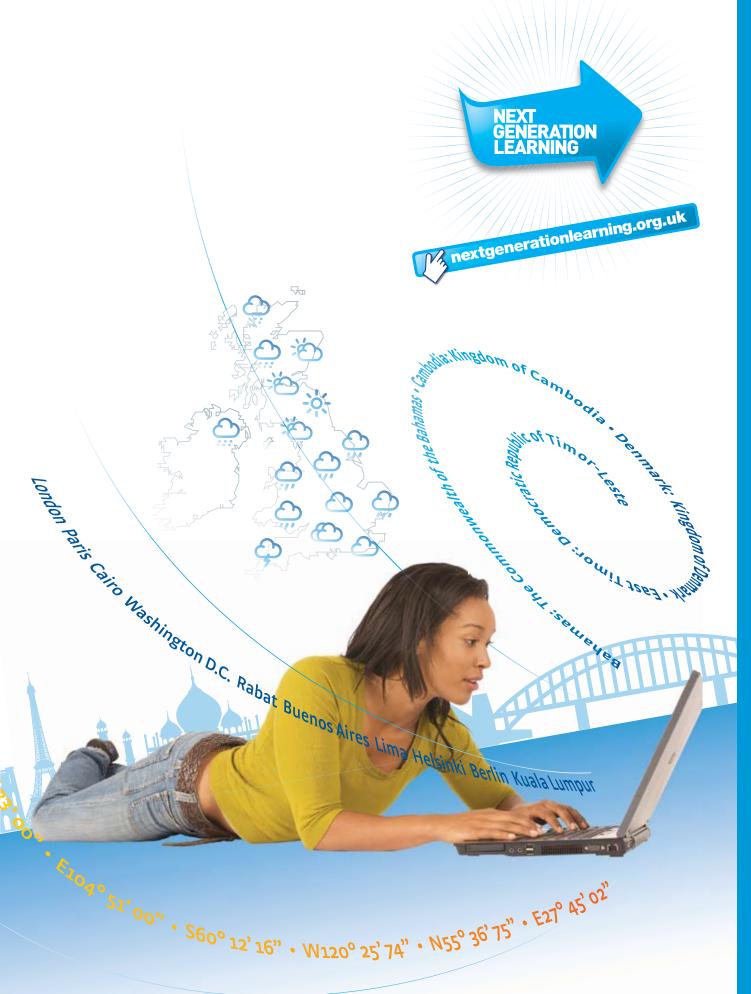That's why Becta is driving parents to:

- engage more with schools and with their child's learning at home
- demand effective use of technology in schools and colleges
- ensure children are safe online.

Becta is also talking to schools to ensure that they are aware of how to use technology to its full potential to meet these demands.

See what we are saying to parents **www.nextgenerationlearning.org.uk**

Find out how to support your schools **www.becta.org.uk/nextgenerationlearning**

## It's working – we need more improvements like these

~ In GCSE science, the average gain from ICT use is 0.56 of a grade.

~ Where technology is integrated across the curriculum and wider school life ('e-maturity'), there are lower absence rates, higher points and percentage A*-C grades at GCSE.

~ Schools with broadband show a statistically significant improvement in the percentage of pupils gaining five or more A*-Cs at GCSE in the year after broadband introduction.

~ There is a significant positive association between pupils' home use of ICT for educational purposes and improved attainment in national tests for maths and English GCSE.

~ In national tests in English, maths and science, schools with interactive whiteboards perform better than schools without interactive whiteboards.

NEXT GENERATION LEARNING

nextgenerationlearning.org.uk

London Paris Cairo Washington D.C. Rabat Buenos Aires Lima Helsinki Berlin Kuala Lumpur

Bahamas: The Commonwealth of the Bahamas • Cambodia: Kingdom of Cambodia • Denmark: Kingdom of Denmark • East Timor: Democratic Republic of Timor-Leste

E104° 51' 00" • S60° 12' 16" • W120° 25' 74" • N55° 36' 75" • E27° 45' 02"

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