Welcome to the Summer 2009 edition of ICT Matters.

ICT Matters sees a wide variety of articles and may include contributions from colleagues across Schools’ ICT Services. Copies of the newsletter are also available on the LGfL website – www.lancsngfl.ac.uk and, as always, we welcome any feedback you may have.

If there is an article you would like to contribute, or a topic you would like to see covered in future editions, please e-mail us at: newsletter@ict.lancsngfl.ac.uk

Best wishes, Schools’ ICT Team

Moodle Updates

A whole new set of curriculum-based Moodle courses will start in September 2009. The content of these courses has been organised to provide delegates with an easy-to-follow route through the key Moodle features. We have also added new elements to the courses to provide wider coverage of the resources and activities of Moodle.

There is no charge for Lancashire schools to attend our Moodle training courses. Our ICT consultants are available for in-school training sessions, again at no charge. If you would like any more information, please phone 01257 516360, or email info@ict.lancsngfl.ac.uk

Spotlight on… ICT Mark accreditation - Four more Lancashire schools have achieved ICT Mark accreditation: Cardinal Allen High School, Lever House Primary School, Scorton C of E Primary School and Brindle Gregson Lane Primary School.

Inside this issue ...

The Rose Review
Lancashire LA survey
LGfL update
Westfield Centre Update
CLC Primary news report
Latest ICT mark schools
Sunny Safari

At the end of term we will be saying a reluctant farewell to Andrew Kellett. Andrew has been an ICT Teacher Adviser with us for the past six years and will be familiar to colleagues through events such as the Primary ICT Co-ordinator days. Andrew is now moving on to Moss Side Primary School, Leyland as the Head of KS2. He has given the very highest level of support and service to schools and staff and we all wish him the very best in his new role.

Professional Development Courses ... Don’t forget to take a look at the back page of this edition
It's that time of year again when all next year new starters will be busy visiting schools. Some of the schools we are currently working with developing the content for their learning platform, have decided to trial using their Moodle with their new intake of children visiting school next month. They are providing these children with an opportunity to revisit their new school/classroom after induction sessions, all through using Moodle. This is achieved simply by creating a virtual tour using selected images of the new classroom/school. The new intake of children can then access Moodle with their username and password and have the opportunity to see their new school whenever they want to and even show it to family and friends. One school also recorded the present reception class children talking about their school and some of the things they have in their classroom. They also had great fun using the puppets - taking photographs to show the puppets reading in the quiet corner and eating snack at break time.

Where do I start?
Create a page of content (a course) in Moodle. This could have images around the page to show the different areas of the classroom the children have visited. The main resource used in the course was the book. Images, text and sound can be added to the pages to show the classroom, the main aspects of the school day and the teachers and teaching assistants could even leave their own welcome message.
At Break time...
we have our snack and we wash our hands.

At Lunch time...
We all have our lunch in the hall.

At the end of the day
the bell rings and we collect our coats ready to go home.

With thanks to St Francis RC School
Goosnargh for the images from their Moodle book.
The Independent Review of the Primary Curriculum  
**The implications for ICT**  
by Jacqui Bannister, ICT Consultant (Primary), Schools’ ICT Centre

The final report of the Primary Curriculum Review was published on 30th April 2009. One of the key features put forward in relation to ICT is:

“Strengthening the teaching and learning of ICT to enable them to be independent and confident users of technology by the end of primary education.”

The main recommendations

- ICT should form part of the new core of the primary curriculum, as one of the ‘Essentials for learning and life.’
- ICT should be part of the foundation of the primary curriculum; content should be clearly defined, taught discretely, and used and applied extensively in each area of learning.
- The DCSF group will determine how ICT should be assessed and reported to parents.
- Consideration should be given to what additional support teachers will need to meet raised expectations of children’s ICT capabilities, and also to use technology to enrich learning across the curriculum.

**ICT in the curriculum**

Requirements for developing ICT skills are identified in all of the new proposed Programmes of Learning. For example, in ‘Historical, Geographical and Social understanding’, one of the key skills identified is ‘...using digital information such as geographical information systems (GIS) and weather data, databases and the internet.’ Even in ‘Understanding Physical development, Health and Wellbeing’, ICT is mentioned, in respect to eSafety.

The capacity of ICT to strengthen each area of learning is reflected in the recommendation that ICT should be taught both discretely and through its application across the whole curriculum.

**The Teaching of ICT**

The report acknowledges that ICT skills are needed to prepare children for technologies of the future. ‘Digital Literacy’ is necessary to prepare children for full participation in society. Children will need to learn how to use devices and applications, and also understand the concepts of safe use.

**Revised Level Descriptions**

The revised level descriptions for ICT reflect how technology has changed since the National Curriculum was written, and how expectations of teaching and learning will be raised.

**Becta: ICT in schools.**

Becta states that “currently only one in four primary schools is taking full advantage of the curriculum, in a way that directly impacts upon quality and pupils’ achievement. [They] now need a step change to ensure that all schools use and apply technology to maximum effect.”

They recommend that ICT is not used for the presentation of work, but good teaching should ensure children use ICT for research, problem solving, and analysing data.

For further information on the Primary Curriculum Review, visit: http://www.dcsf.gov.uk/primarycurriculumreview/ Here you can download the full review and the proposed Programmes of Learning. For the proposed level descriptions, and to fill in an online questionnaire visit: http://www.qca.org.uk/qca_22260.aspx
The Sunny Safari Project Presents...

New Content and Resources for your School Moodle

by Michelle Singleton, ICT Teacher Adviser, Learning Excellence

What is The Sunny Safari Project?
The Sunny Safari Project started initially as ideas for content to support the use of Moodle specifically in the Foundation Stage and Key Stage 1. A group of teachers helped to design the themes and collect some of the resources for a simple central area where content in the form of images, sounds, video clips and Moodle courses can be downloaded and used in your own school Moodle. The content is growing and with the copyright for you to use this in school it is already providing us with some great resources to start the next stages of development. Lancashire schools can visit Sunny Safari and download what resources they need. Remember to keep on coming back because the number of resources will continue to increase in the future.

And There’s More…
Recently we have added the popular 2Simple software products: Simple City, Stories 2 Tell, The Literacy Collection and Maths City to Sunny Safari. These resources cover a wide range of topics and can be used by Early Years, KS1 and KS2 teachers. We are making Moodle courses based around these resources so that you can take them away to use on your own Moodle site. Alongside this we are currently creating a whole series of courses to support the National Strategy ‘Letter and Sounds’ programme. These Moodle courses will provide teachers with a wealth of resources to support each of the Phases one to six or for the children to access at home.

When will it be available?
During the summer term we will be busy working with teachers to add content to the site and develop our Moodle courses using the support materials we now have available. We will be launching the site from September 09 ready for you to use. This will be your site; we have already enlisted the help of teachers and teaching assistants, and with your help we want to continue building this as a resource to support teaching and learning in school and at home.

What Happens Next?
We will be providing you with more information in the Autumn term; keep checking the LGfL website www.lancsngfl.ac.uk and our newsletter. We may also contact you to check some of the resources for us or be part of the development groups. Look out for the Sunny Safari characters on this page to find out more.

For more information on using moodle in EYS/KS1, Please contact michelle.singleton@ict.lancsngfl.ac.uk or jaqui.bannister@ict.lancsngfl.ac.uk
Congratulations to Chris Timperley, Year 13, for achieving a MERIT in the 2009 British Informatics Olympiad, a national computing competition.

The British Informatics Olympiad (BIO) is an annual competition in computer programming for secondary schools and sixth form colleges. The first stage of the BIO is a three-hour exam in which students solve problems with the aid of a computer.

As we knew he is enthusiastic about programming, we approached Chris only the week before and asked if he would be interested in entering the competition. As expected, Chris jumped at the chance.

So, on a cold, damp, dark day during the last week of term before Christmas while other students were planning Christmas parties, visits to friends and family and generally winding down, Chris chose to spend 3 hours alone, sitting the gruelling computing exam. The marks and programs were then sent electronically to the organisers at BIO.

The top 15 students were awarded a Distinction, the next a Merit and so on. The competition was stiff; Chris was up against students with far more computing background than himself. Therefore we were extremely impressed at Chris’ award of a MERIT, putting him in the top 20% scorers in the competition.

Chris said: “I was ecstatic upon hearing that I had performed so well in the Olympiad. It was great fun and proved to be an exciting and worthy challenge”.

Chris is currently studying A Levels in Maths, ICT, Physics and, in his own time, Computing. He is currently making a decision as to which university to choose to study Maths and Computer Science.

Well done Chris!
Following a protracted period of discussions at Ministerial level, and rumours circulating in educational circles, an announcement was made on Thursday 2nd April.

In this, the proposed link requiring pupils to pass the functional skills level 2 qualification as a pre-requisite of obtaining grades A*-C at GCSE was removed. This coincided with the publication of the new criteria for English subjects, mathematics and ICT GCSEs and responded to advice from Ofqual – the independent qualifications regulator – to the DCSF. It is intended that the content changes to the GCSE criteria mean that the new GCSEs will extensively test functionality – and it is therefore expected that young people achieving higher grades will in practice have demonstrated functional skills at level 2. The DCSF has committed to continuing working with Ofqual in the future, to review the success of the proposals and on ways to further improve the assessment of functional skills in the GCSE so that there is a reliable, more integrated, approach to assessing what every child can do.

Functional skills are embedded within the revised Secondary PoS for ICT. QCA and the DCSF have emphasised the role the qualification plays in being an integral part of 14-19 reforms, particularly as they link the secondary curriculum to 14-19 qualifications. They remain an important part of every Diploma qualification and will also feature within the foundation learning tier and apprenticeships. Whilst clarification of the way forward at GCSE has been welcomed, the significance of functional skills in the learning pathway of pupils should not be underestimated.

For further information on Functional Skills visit our moodle learning platform at ictplc.lancsngfl.ac.uk where there is a course containing information on pedagogical approaches, exam boards involved in the pilot, web links to other sources and an overview of the four recently released Functional Skills CPD online learning modules from the SNS.

Lancashire LA Survey of Secondary ICT and the Curriculum 2008-2009 Part 2

The context of the survey was outlined in the last ICT Matters newsletter. There follows some general findings from the survey (using only the data provided by mainstream schools) based on the actual number of responses to questions answered within the survey.

Curriculum provision and the teaching of ICT in KS3

A traditional delivery model remains in the majority of schools, with the provision of discrete ICT lessons as part of the taught curriculum, based frequently on the notional 1 hour (or 50 minutes) per week. A number of schools however, allocate more than this amount of time to discrete ICT, notably towards the end of the Key Stage. Revisions to the National Curriculum and the increased emphasis on PLTS has seen some schools adopt a more cross curricular model, particularly in year 7, within which ICT is a component. Delivery of discrete ICT by non-specialist teachers remains a feature, particularly in the larger centres and those who have adopted a more cross curricular model. However in a number of schools, the amount of ICT taught by non-specialists appears reduced in comparison with previous years.
Curriculum provision, accredited courses and ICT teaching in KS4

Responses indicate that schools have modified the courses they offer in KS4, some schools offer pupils more than one alternative, whilst nearly 40% of schools are currently considering changes to the qualifications they will offer from Sept 2009. OCR’s National Certificate is favoured by 55% of schools in the current year 10, which may be reflected in the reduced numbers of schools offering DiDA and GCSE Full and Short Course. This shift continues a trend noted previously. However, schools have reported continued success and satisfaction with both DiDA and traditional GCSE’s. The emergence of BTEC and Functional Skills in a smaller number of schools is also worthy of note. It emerged that in 80% of schools the delivery of courses in KS4, is undertaken exclusively by specialist teachers.

Developing technologies to support learning

The development of Learning Platforms and their use to support Teaching & Learning is a national priority. In Lancashire nearly 90% of schools completing the survey have adopted the LA supported Moodle as their preferred choice. A very small number of schools are in the process of obtaining a Moodle instance whilst a few early adopters continue to use commercial solutions e.g. Digital Brain, Serco. Approximately 30% of schools indicated a wish for further support to develop the functionality of their Moodle; a similar percentage thought that support was a possibility for the future. In the context of learning platform development and Transition KS2-KS3, the survey explored some aspects of current practice. When asked about current transition activity, respondents indicated their position as shown in the chart.
Continuing professional development in ICT

The universal offer to all schools from the Secondary National Strategy takes the form of one SLDM (Subject Leader Development Meeting) per term. However, in addition to these, a programme of courses runs each academic year to support teachers of ICT. Included in this, (for the last two years) is the 5 Day Intensive Course for Non-Specialist Teachers.

Attendees at previous SLDM’s will recognise our efforts to provide variety in format and content alongside the key messages from the SNS. This section of the survey explored attendance patterns and possible topics for inclusion in future SLDM’s. Around 40% of schools ‘always’ attended, with a further 25% ‘regularly’ attending, some 12% ‘never’ attended. Of those who never attended, some reasons cited were - school policy on ‘course’ attendance; ‘disruption’ to teaching and ‘content not relevant’. Respondents suggested other CPD opportunities which they would like to see included in the CPD programme: these included AfL, industry standard software (e.g. Dreamweaver, Fireworks), Moodle, boosting L6+ and administration in ICT.

91% of respondents indicated that direct email contact was their preferred choice of communication in the context of CPD opportunities. The full results of the survey will be used by the Lancashire Schools ICT Centre and Secondary National Strategy Consultants to identify general trends, networking opportunities and good practice. They will also serve to inform increasingly probing questions asked by the DCSF and the Secondary National Strategy in the context of school improvement. Many thanks to all those colleagues who responded to the survey; we are already using the data you supplied to provide a better service for all schools.

ICT MARK SCHOOLS

by Kathy Wilson, Primary ICT Consultant, Schools’ ICT Centre

At the time of writing, four more Lancashire schools have achieved ICT Mark accreditation: Cardinal Allen High School (A Maths & Computing College); Lever House Primary School, Farington; Scorton C of E Primary School and Brindle Gregson Lane Primary School, Hoghton. Several other Lancashire schools are currently awaiting ICT Mark assessment.

There has been considerable engagement with Becta’s ‘Next Generation Learning Charter’ which recognises a school’s achievements along the journey to final ICT Mark accreditation. Some schools have received ‘Public recognition’ certification from Becta, having asked LA consultants and ASTs for support.

continued on next page...
If you would like more information about the ICT Mark, Next Generation Learning campaign, or support available for your school, please contact James Wright wright_james@mac.com Kathy Wilson kath.wilson@ict.lancsngfl.ac.uk (Primary) Rowena Pryor rowena.pryor@ict.lancsngfl.ac.uk (Secondary).

Further sources of information are available through the lancsngfl website, www.lancsngfl.ac.uk/srf; Becta’s Next Generation Learning pages http://www.becta.org.uk/nextgenerationlearningcharter and http://www.nextgenerationlearning.org.uk/.

The latter of these sites focuses on supporting parents with Next Generation Learning, encouraging schools’ use of technology to engage parents in their child’s learning.

**Lever House Primary School, Farington**

*by John Hurst*

Lever House Primary School is located in Farington near Leyland. We are a slightly larger than average sized school and currently have 250 pupils divided into eight classes.

Each class has at least 2 computers and their own iPod, digital camera and digital video camera. We have a mobile suite of laptops (soon to be two mobile suites) which are booked out and used in classes throughout the week. We had an ICT suite but have converted this into a media room for work on video, animation and sound recording.

The ICT Mark seemed the natural way forward for our school. The self review framework, although quite long in length and time consuming to complete, allowed us to critically reflect on all areas of practice and on our teaching and learning in particular - "How is ICT impacting on standards, and how do you know?"

This process of reflection involved all the staff, pupils, parents and governors. At the end of the review, we all knew where we were in our use of ICT, where our strengths lay, and how to continue on our ‘excellence’ journey.

The assessment day was actually quite fun! It served as a celebration of the hard work from everyone in our community in moving our school towards excellence in ICT. We knew we weren’t there yet, but it helped clarify and signpost the way forward on our exciting journey."
Brindle Gregson Lane Primary School
by Chris Hackett

The SRF was a valuable tool to help evaluate both the quality of our ICT provision and the teaching and learning with ICT. Engagement with the tool allowed everyone involved with Brindle Gregson Lane to share the vision for ICT in the school and the standards we are striving to achieve.

Attaining the award has given recognition to teachers who have worked hard to embed ICT in their teaching, and to governors who have been committed to providing the necessary resources for ICT in the school.

Most of all, the award gives recognition to the pupils themselves, whose unending curiosity, creativity and eagerness to learn new things drives us to embrace new technology and use it within the classroom. In working towards the ICT mark it has been clear that the use of ICT by the children has increased their motivation for learning. It has also helped to encourage key skills such as co-operation, thinking skills and independence. After attaining the ICT mark we held a celebration assembly where we watched children’s animations, photo stories, movies and podcasts which showcased an amazing array of achievements and children’s talents; all made possible through the use of ICT.

Cardinal Allen Catholic High School
by Anne-Marie Dolan

Children at Cardinal Allen Catholic High School in Fleetwood are at the forefront of using information and communications technology (ICT) to enhance their work, and that’s official!

Following an extensive external assessment, Cardinal Allen has been awarded the prestigious ICT Mark by Becta. The award recognises the school’s success in developing the strategic use of ICT. Schools accredited with the ICT Mark standard are demonstrating that they are committed to using technology to improve their overall effectiveness and efficiency, not only in the ICT department but as a whole school initiative. Parents will have proof that their children are attending a school at the forefront of modern technology.

The assessors were very impressed with what they saw and commented particularly on the quality of teaching and learning, the attitudes and maturity of the pupils and the investment and significant improvements in the ICT infrastructure which has been made possible through funding generated by designation of ‘Specialist Maths and Computing College’ status in 2007.

The review was led by Curriculum Leader Mrs. Anne-Marie Doran who certainly saw the benefits.

“We initially started the review twelve months ago. When we originally assessed the school we highlighted several areas for significant improvement. Whilst this seemed to be a mammoth task at the time, it enabled us to develop a strategic action plan for whole school improvement.

Not only has there been more emphasis on the effective use of ICT for teaching and learning across all departments, but it has also led to more rapid development of our VLE, staff training, use of new technologies and more focussed management and leadership of whole school ICT. For the process to be successful there definitely needs to be support from the SLT.”

By working through the self-review framework, Cardinal Allen has made significant progress on the journey to becoming ready for Next Generation Learning.
Lancashire Schools’ ICT Centre would like to invite all Lancashire schools to enter our ‘Be Creative’ Film and Animation Competition which is open to pupils from Key Stages 1-4.

The aim of the competition is to encourage schools to use ICT as a generic tool to allow pupils to communicate their thoughts and ideas creatively through multimedia. Entries can either be digital videos, animations or Microsoft Photostory movies. Winning entries will be chosen from each of the four key stages and they will each win a high quality digital video camera. They will also be entered into the National Schools Film and Animation Awards 2009. The closing date for entries is 19th June 2009. If you want to find out more or to download an entry form please visit our competition website at: www.lancsngfl.ac.uk/short/film

The LGfL CMS (Content Management System) has been developed specifically for schools, enabling them to develop and manage their websites effectively. Schools can actively design, edit and update their websites whenever they like, with immediate results. The system is used by hundreds of schools and organizations across the North of England and is regularly updated. Users of the LGfL CMS will see the addition of some exciting new features later this year and we thank all those schools that have provided us with feedback. If you already have an LGfL CMS and want a fresh look for your website then please contact us. To find out more about this website system go to www.lgflcms.co.uk
New Courses in 2009

A whole new set of curriculum-based Moodle courses will start in September 2009. The content of these courses has been organised to provide delegates with an easy-to-follow route through the key Moodle features. We have also added new elements to the courses to provide wider coverage of the resources and activities of Moodle.

The new courses are categorized into three levels of difficulty: ‘Moodle Essentials’ for beginners, ‘Next Steps’ (intermediate level courses) and ‘Advanced’. There are two Moodle Essentials Courses; ‘Creating a Course’ which is a good place to start when you want to learn how to make simple resources in Moodle and ‘Managing your courses’ which focuses on how you can organise, customise and backup your work. There are three intermediate level courses termed ‘Next Steps’. These courses are split into themes i.e. ‘Communicating and Collaborating’, ‘Interactive Assessment – Made Easy’ and ‘Multimedia – Making Moodle Interactive’. There is also an advanced level course termed ‘Advanced Moodle’. This high level course covers a wide range of topics including using the Lesson activity, embedding SCORM packages and advanced uses of multimedia. We will also carry on offering subject-based Moodle courses such as ‘Using Moodle in History’ and ‘Making the Most of Moodle at Foundation Stage/KS1’.

If you are from a primary school and you have responsibility for managing Moodle within your school then you should try to attend our new administration course ‘Moodle Administration Basics for Primary Schools’ which started this term. This course is run by primary ICT consultants and covers the most important elements of managing your Moodle site such as uploading and managing users, creating a structure to your site and creating your Moodle front page.

To book or to find out more information on all these courses go to: http://vle.cleo.net.uk/mod/book/view.php?id=32215.

At this time of year it is also important to plan your backup procedures for your Moodle courses, users and data. You will need to decide who is going to carry out these procedures and when they need to do it. More information on this process can be found at: http://www.cleo.net.uk/getfile.php?src=643/Moodle+Update+3+-+MarApr+2007.pdf.

If you are a Lancashire school and you want to find out how to get a customized Moodle site or you want somebody to contact you regarding your Moodle needs, phone 01257 516360 or email info@ict.lancsngfl.ac.uk or if you require more information go to www.lancsngfl.ac.uk/short/moodle.

Using the Nintendo Wii in Lancashire Schools

In the previous ‘ICT Matters’ we provided you with an overview of our Nintendo Wii project. In this article we look at how primary and special schools have used this games system in their classrooms and what the teachers using the Wii think about its impact.

Three Lancashire Primary schools have been working with a Nintendo Wii and the game ‘Endless Ocean’ with the purpose of researching how the use of such an interactive games console can support learning across a cross curricular, creative theme.

The game, ‘Endless Ocean’ invites players to adopt the role of a scuba diver charged with the task of exploring the Manaurai Sea in search of marine life and sunken treasure. During their dives, players encounter a range of creatures from smaller fish and penguins to the larger, more dangerous sharks, manta rays and whales. Some species, for example dolphins can be befriended and even trained to carry out tricks. The underwater environment provides players with a virtual experience of life under the sea, at a level they would be unlikely to experience in reality.

Although many of the children engaged in the project had ‘Wiiis’ at home and were familiar with the controls, none had experienced this particular game. In all schools, teachers found that certain children’s self esteem was raised as they instructed and supported their peers (and adults) with the finer details of ‘Wii’ coordination. For some children, being the class ‘expert’ was a role they had never experienced and the increased motivation to learn was highlighted by all schools as a benefit of using the game as a stimulus for learning. In one class, the teacher noticed a short term improvement in attendance, as children eagerly arrived at school on time to earn an extra five minutes exploring the depths of the ocean!

The children had to work in teams and this collaboration had a great impact in all classes. It provided valuable experiences for certain children for whom group work is normally challenging and, as expressed by one teacher, “improved their tolerance of others”. Children had to resolve problems whilst working through the game and greater independence in this key skill were noted by most schools.

continued on next page...
When asked how the ‘Wii’ had helped her learning, one child responded “It’s been good for working with new friends and we have got better at working in our group and now play together outside.” The curriculum based objectives and activities linked to the Wii were wide ranging, but all schools felt that the most significant impact had been in terms of literacy. Children engaged with writing in a variety of text types including daily diving journals, character profiles, descriptive writing, persuasive writing - for example, why they should be allowed to use the Wii in class; narratives, instructions and creation of various non-fiction presentations, some of these including use of ICT.

One class were excited by a visit from a member of a local scuba diving club, who related his experiences in the real world, explaining for instance the sign language used to communicate with other divers underwater, something included by some of the children in a class assembly based around the ‘Endless Ocean’ theme. A couple of schools extended learning opportunities by visiting the Sea Life Centre or Blue Planet Aquarium, allowing the children to ‘meet’ some of the sea creatures they had discovered whilst playing the game. Schools have also used their learning platforms (Moodle) as a means of staff communication across the project schools and also as a delivery and support mechanism for some of the children’s activities. All project schools are continuing to use the Wii, focusing on the games ‘Wii Sports’ and ‘Wii Music’. The use of a games console to stimulate learning was described by one teacher as “Brilliant – it has transformed the classroom.”

The Wii has also proved extremely useful during lunchtimes with pupils taking part in structured activities that have helped them improve their concentration. Not only were the activities enjoyable but they allowed pupils who would not be able to join in the normal outdoor activities to socialise with the others.

Students using the Wii Sports pack
Some schools have also evaluated the use of the Wii Fit, another software program for the Wii that relies on the use of a Wii Balance Board. The software and balance board allow users to go through many different types of exercise such as yoga, aerobics and balance games. Teachers felt that using the Wii Fit helped students improve their core stability and co-ordination. The schools also found it very useful in educating the students about health and the effects of exercise.

We are currently investigating more software titles and other periphery devices such as Wii Jog and Wii Dance Mats. Further articles about the Nintendo Wii in secondary schools and early years education will appear in subsequent editions of ‘ICT Matters’.

LGfL Homepage School Artwork

Remember if you have an image that you think would be suitable to feature on the homepage then you can send it to homepage@ict.lancsngfl.ac.uk. Thank you for all the schools who contributed homepages since the last newsletter:

Leyland Methodist Infant School
Bleasdale House Community Special School
Abbey Village Primary School
Ightenhill Primary School
Forton Primary School.
St. James’ CoE Primary School, Clitheroe
St Thomas the Martyr CE Primary
Blessed Sacrament RC Primary School Preston
Wesham CE Primary School
Ridgewood Community High School
Manor Road Primary School, Clayton-le-Woods
Our Lady and All Saints RC School, Parbold
Our Lady & St Gerard’s RC Primary School, Lostock Hall
Lancaster Road Primary School
Whittle-le-Woods CE Primary School
St John’s CE Primary School, Great Harwood
Eccleston St Mary’s CE Primary School
Longridge CE Primary School
Our Lady of Lourdes Catholic Primary School, Carnforth
St Charles RC Primary School, Rishton
Dolphinholme C. of E. Primary School
Whitefield Primary School
Hesketh-With-Becconsall All Saints CE Primary School
Breck Primary, Poulton-le-Fylde
Ribchester St Wilfrids C of E Primary School
Roughlee CE Primary School
Charles Saer Community Primary School, Fleetwood
Mossgate Primary School, Heysham

For more information on any of projects mentioned please contact Rob Musker on robert.musker@ict.lancsngfl.ac.uk.
CAF Forms

Schools no longer need to spend hours completing these forms manually. The Westfield Centre has created an electronic version that accesses pupil information held in the school SIMS system.

It only takes a few minutes for the CAF form to run and schools have the opportunity to insert additional information if they wish.

To take advantage of this time saving tool visit www.westfield.lancsngfl.ac.uk and follow the link on the right hand side to SIMS CAF/TAC forms.

Congratulations to all the New Appointees at the Westfield Centre

MIS Team Leaders

The Application Support Team has been renamed and is now known as the MIS Team.

To provide an improved service three team leaders have been appointed and we encourage schools to speak with their Team Leader for everyone to benefit from this direct communication.

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<th>Team Name</th>
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<td>Chris Knight</td>
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<td>Debbie Duffell</td>
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<td>East</td>
<td>Shirley Davies</td>
<td>Sheila Hartley</td>
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MIS Research and Development Officer

Helen Burns has been appointed to this new role within Westfield Centre. Helen will be looking at the future and investigating all possibilities to enhance MIS in schools.

If schools have anything in particular that they would like us to look at please contact Helen.

5 Additional MIS Officers

We have been delighted to appoint five new people to join the team from other support units and local schools and will help to further improve our service to schools.

Peripatetic Administrator

We are pleased to announce that we have appointed Rukhsana Bashir who will initially spend some months here at the Westfield Centre receiving training and will then be available to support schools as part of the Peripatetic Service. We are also in process of establishing another post to increase the Peripatetic Team further.

Peripatetic administrator services can be arranged for a continuous blocks of time, e.g. to cover for maternity leave, or for regular timeslots, e.g. one day per week, to supplement the school’s existing staffing arrangements.
New Service

WESTFIELD CENTRE

WESTFIELD CENTRE UPDATE

Developments for 2010-2011
Parental access to school’s MIS information

The DCSF has recently announced deadlines for schools to provide parents with on-line access to information about their children that is held in the MIS system. Secondary schools will need to provide this facility by 2010 whilst Primaries and other schools will need to have it available by 2012.

The Westfield Centre is working with colleagues on the CLEO project to provide a free of charge solution for Lancashire schools in time to meet these deadlines. This is currently known as the MIDAS project and we will provide you with updates on project progress as they become available.

SIMS Updates

All schools should have received their SIMS March 2009 software upgrade by now. Amongst other enhancements this release also contains the functionality necessary to carry out the Summer 2009 statutory returns. The next major SIMS release is likely to be sent to schools in early July and will contain functionality for the Autumn 2009 statutory returns. Following that, there may be an August update which would be released to schools in early September, and there will be a release in November to allow schools to carry out their Spring 2010 statutory returns. It is also possible that there will be a further update issued in December.

Timetable Changes & Maintenance

We are pleased to offer a new service.

How accurate is your MIS data? Can you rely on your data in SIMS to locate a pupil or teacher in case of emergency?

This service is designed to help schools who wish to reduce the burden on staff (either teaching or support) by taking ownership of timetable changes and maintenance.

A typical scenario could be that the school’s academic timetable has been produced prior to the start of the academic year by the Westfield Centre, an in-school timetabler, or by another third party. Once the academic year is underway the school may have a requirement for ongoing changes to the timetable, e.g.

- Room changes need to be recorded.
- Teachers swapping classes.
- PPA time needs re-allocating.
- Part-time teachers change of availability.
- The school operates a teaching carousel which needs to be processed.

This service is offered as a subscription where The Westfield Centre will designate an agreed timeslot each day, each week or each month to carry out the required work. We can be as flexible as you need us to be and we will monitor the service and report back to you regularly to ensure that the service is a perfect fit.

We also offer the service on an ad-hoc basis to help provide extra resources in school to free up staff during busy periods, or to help cover for periods of illness or unavailability.

Who should consider this service?

Schools who wish to free up resources in school and ensure accurate MIS data is maintained.

How will I benefit?

As a managed service you can be sure that the task will be completed promptly and accurately to The Westfield Centre’s usual high standard, minimising the risk by spreading the workload across the team.

Please call us on 01772 623222 to discuss your specific requirements and the associated costs.
**ICT Exhibition**

Once again our suppliers generously donated prizes for the ICT Exhibition held at Woodlands in March. Here are the lucky winners and their prizes:

Richard Adamson from All Hallows Catholic High School – Lenovo laptop donated by Lenovo  
Alexander Watson from Lancaster Girls’ High School – Lenovo Laptop donated by Lenovo  
Miss Bamber from Euxton CE Primary School – Home Wireless kit donated by Equanet  
Rick Cowell from Bishop Rawstorne CE Language College – Toshiba NB100 Netbook donated by Centerprise  
Andy Streule from Lytham St Annes Technology and Performing Arts College – Curriculum software donated by REM  
Mrs Johnston from St Joseph’s Catholic Primary School Preston – Curriculum software donated by REM  
Sue Flint from Crawshawbooth Primary School – Visualiser donated by Matrix  
Beverley Grime from Carleton St Hilda’s CE Primary School – Westfield Training Voucher  
C Winstanley from Brownedge St Mary’s High School– £100 RM gift Voucher donated by RM  
Ian Perry from Tonacliffe Primary School – Primary software donated by REM

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**Disposal of Waste Electrical & Electronic Equipment – The WEEE Regulations**

The Waste Electrical and Electronic Regulations (WEEE Regulations) introduced in 2007 introduced new responsibilities for business and other non-household users of electrical and electronic equipment. This includes businesses, schools, hospitals and government agencies when they dispose of their electrical waste. These organisations must ensure that all waste electrical and electronic equipment is treated and recycled. This waste cannot be disposed of by including it in normal refuse collections, nor should it be taken to local household waste recycling centres. Whether the business or the producer of the electrical equipment pays for its treatment and recycling depends upon the circumstances.

If you bought equipment before 13 August 2005, and are going to replace it with new equipment then the producer of the new equipment is responsible for the collection, treatment and recycling of the old equipment, regardless of whether they were the original manufacturer.

If you bought the equipment before 13 August 2005 and are not replacing it, then you are responsible for financing and arranging treatment in accordance with the WEEE regulations and existing waste management legislation.

If you bought the equipment after 13 August 2005, then the producer of the equipment is responsible for its collection, treatment and recycling when you eventually dispose of it, regardless of whether it is being replaced or not.

If you lease or rent equipment, then the producer of the equipment is usually responsible for its disposal.

The WEEE regulations allow producers and business users to agree “alternative arrangements” whereby the business user agrees to take on some or all of the future costs of the end of life treatment of the equipment. This is a commercial decision and is likely to form part of the normal negotiating processes for future supply contracts.

Waste electrical and electronic equipment from business users may be collected by the obligate producer of the compliance scheme working on the producer’s behalf. This may be either by collection direct from your premises or it might involve you having to take the equipment to a designated local collection facility, which should be easily accessible to you.

If you need further advice on the disposal of your obsolete ICT equipment, please contact the Westfield Centre service desk on 01772 623222.
An ideal printer for the education market, the new Epson AcuLaser M2000 series offers a low cost, high speed monochrome printing solution. Compact, quiet and affordable, the Aculaser M2000DN provides high speed, large batch printing without compromising on quality.

The M2000DN provides duplex printing which is an increasingly sought after feature for environmentally conscious schools looking to reduce paper consumption without reducing printing efficiency.

The network enabled M2000DN is capable of high capacity, high speed printing. It comes with a 300 MHz processor as standard and high memory capacity to ensure documents can be processed quickly and efficiently.

It is also available in versions equipped with additional paper cassettes in order to offer increased maximum paper capacity from the standard of 300 sheets to 800 sheets, reducing user intervention during large print runs. This is available at extra cost.

- 28ppm print speed
- Duplex printing as standard
- 6 second first page out
- 1200dpi
- 300 sheet capacity
- Upgradeable to 800 sheets
- High speed USB and parallel or network
- 20,000 page max. monthly volume
- 3 year on-site warranty
- Printer cable

Cost £110.50

Remote Access - Student Pupil Access

CLEO will be launching a pilot looking into using CLEO Remote Desktop Access for pupil access. In order to use Cleo Remote Desktop Access for pupils a school must have a terminal server on the curriculum network.

Pilot sites have already been selected and the pilot is likely to be running over the autumn term. If you are interested and would like an update on progress please contact The Westfield Centre.

Network Edge Device

CLEO are offering Secondary schools the opportunity to have a Network Edge Device as a replacement for a cache pilot. If you would like a NED box to replace an existing cachepilot or do not have a cachepilot and would like a NED device please contact The Westfield Centre.

The NED Device will integrate with a Schools Active Directory to allow schools a greater degree of control over who can access the internet from within a school.
The Lancashire eSafety website has now been launched. To make navigation easier for the user it has been split into four main sections, each aimed at tackling eSafety issues for that particular user.

**ICT Managers** – Based on the Becta PIES (Policies and practice; Infrastructure; Education and training; Standards and inspection) model, key questions that you need to ask are identified and given a direct link to resources that will help you to answer those questions. There are also the latest eSafety publications from Becta which are free to download.

**Teachers** – There are thousands of different eSafety websites on the internet and this section of the Lancashire eSafety website links you to some of the more useful lesson resources that can be used when teaching eSafety to your class.

**Parents** – Here parents can find useful website links, these include the Next Generation Learning and the parents centre. Parents can find advice on how they can keep their children safe whilst using digital technologies.

**Pupils** – Lots of different games and quizzes the children can play to educate them further with issues regarding eSafety.

If you feel that the eSafety website is missing a particular focus area or you have found some valuable resources that you feel would benefit other schools please email them to chris.bolton@ict.lancsngfl.ac.uk so that the eSafety website can continue to be a valuable eSafety tool for Lancashire schools.

You can access the eSafety website here: www.lancsngfl.ac.uk/esafety
eSafety conference 2009

The conference was a huge success and received a lot of positive feedback from the delegates who attended. Many found that the conference was extremely useful and ‘opened their eyes’ to the issues regarding eSafety. There was a wealth of expertise, from varied backgrounds presenting at the conference. This allowed delegates to gain a true picture of eSafety and how it could be implemented in school.

Guest speakers Jeff Haslam (eSafety advisor from Cumbria) and Karl Hopwood (Independent eSafety consultant), gave interesting presentations regarding eSafety and the issues surrounding it. This really did show the ‘darker’ side to the internet and opened up lots of discussion between the delegates.

In the afternoon Denise Hopwood (Medlar-with-Wesham CE Primary School) and Niki Oddie (Brownedge St Mary’s RC High School and Sports College) gave an honest school view of how they developed eSafety within their own schools; sharing with the delegates the problems they encountered, and benefits they achieved.

Later in the afternoon Martin Quinn (Systems Engineer) from the Westfield Centre talked about how they currently protect schools. He shared the latest statistics regarding Lancashire schools and attempts to access filtered sites.

Paul Jenkins (Lancashire LCSB Manager) presented the draft format of the Lancashire Local Safeguarding Children Board’s eSafety document discussing the Board’s priorities, objectives and long term aims.

All of the presentations can be found on the lancsngfl eSafety website to download. Video clips shown by the presenters can also be found here.

Schools were given the opportunity to join an eSafety mailing list so that they are kept up to date with the latest news regarding Lancashire eSafety. If you would like to be included in this mailing list please email chris.bolton@ict.lancsngfl.ac.uk with your contact details.

Video Conferencing
By Daniella Martin, ICT Consultant (Primary) Schools’ ICT Centre

What is it?

To find out the answer you need to book onto one of CLEO’s videoconference sessions with Lancashire and Cumbria museums.

There are still a number of sessions available to book this term, including:

**Victorian Wash Day:** Find out about how the Victorians washed their clothes. (KS1)

**Late Victorian Working Life:** Look at Bobby’s day at school and the mill. How is it different from life today? (KS2)

**Citizenship:** How inclusive is the game of football? Issues of race, gender and physical disabilities. (KS3)

Also: **Daffodils** with the Wordsworth Trust, **Home Front** with the Beacon and **Football Poetry** with the National Football Museum...and more. For a full list of sessions available to schools, go to [www.cleo.net.uk/vc](http://www.cleo.net.uk/vc).

If you are using videoconferencing, why not register on the VC Schools Directory? With this resource you can find other schools that are also using VC – opening up opportunities for collaborative projects in all areas of the curriculum. For further details contact the CLEO office [office@cleo.net.uk](mailto:office@cleo.net.uk)
Coming soon
New sessions are being developed for next term at a range of venues, including:

Clitheroe Castle: Explore life in the nearby quarry. What animals and plants live in the local area and how are they adapted to their habitat?

Faith Centre: Talk to leaders of the faith community.

Lancaster Castle: Find out what happened to George & Elizabeth Youngson. These siblings, aged 11 and 13, were arrested in September 1786 for armed robbery - attempting to steal goods from a silk warehouse in Lancaster. Look at artefacts from the period and documentary evidence to trace the events following their arrest.

Bookings for next year's sessions will open early in the Autumn Term. Book early to avoid disappointment!

School Websites
Lancashire Content Management System (CMS)

by Nigel Kirkham, ICT Teacher Adviser, Learning Excellence

Many schools (now over 400) in Lancashire and Cumbria are successfully using the Lancashire Content Management System to create, develop and manage their websites.

Recent developments during the INSET sessions that are provided as part of the initial setup and training have highlighted one or two issues that schools should be aware of, especially those schools that have been using the system for 2 years or more. Some of the following comments could also be considered by schools that use other applications to administer their websites.

Organisation of images (Lancs CMS)

The Image Gallery is where all the images for your site are stored. This gallery has a structure rather like the folders you have in Windows, where files can be saved and organised. It is strongly recommended that you create specific folders for different areas on your website so that images are easier to manage i.e. you could create folders that correspond to the different categories you have as part of your site.

The reason for this is that if you store all your images in the root folder then eventually over a period of time this area will become difficult to manage. One issue is that the gallery will load slowly (in one instance I’ve come across one site where it took several minutes to open the Image Gallery). Also when you want to update areas of the site and get rid of out of date material, finding images becomes difficult and time consuming.
Permissions and use of pupil images

Most schools will (or should) have sought permission from parents regarding the use of photos in school and on websites/virtual learning environments etc., as part of their ‘Internet use’ or ‘eSafety’ policies. However, one issue that needs to be addressed is what period of time does this permission extend to? If parents have consented to the use of photos of their child/children being used, does this mean until the school decides not to use them or does it mean until the child leaves the school? This point needs to be clarified when asking parental permission and procedures need to be in place to organise images effectively (see above) and assign images to folders e.g. (pupils) ‘leaving 0709’ so that this can be managed effectively.

There are 2 worst case scenarios here:
1. Your website images are not managed and over a period of time this could result in a mammoth task to sort out.
2. Images of pupils who have left the school could be copied from your website, used inappropriately and the school could be criticised for this.

Image size and security

Continuing on from the last point, schools need to be vigilant in the way photos of pupils are used on web pages.
In the past it has been normal to use the ‘click to enlarge’ function when using images on school sites. This is where a small image (or thumbnail) has been placed on to a webpage and then a ‘link’ is made to the original full size version as an option for site visitors. In view of the high importance now placed on eSafety I think it is advisable not to use this feature with images where pupils can be identified. We have received quite a few enquiries about ‘locking’ images so that they cannot be copied (i.e. right-click and copy) but this is not that effective as it is possible to copy any image from a webpage using the ‘Prt Scrn’ key on a computer keyboard.
Instead, I now recommend that any images of pupils are now resized to make them suitable for placing on web pages but at a size that would make it difficult to use if the image was copied and then enlarged for use elsewhere.
There are quite a few ways of reducing image sizes and one of the free applications I use for this can found at: [http://www.microsoft.com/windowsxp/downloads/powertoys/xppowertoys.mspx](http://www.microsoft.com/windowsxp/downloads/powertoys/xppowertoys.mspx)
It’s a free application called ‘Image Resizer’ and it’s very quick and easy to use. (Win XP only)
School Websites
Lancashire Content Management System (CMS)

Internet safety advice

I now recommend that schools include a section on their website that is dedicated to Internet Safety. There are many sites that now have advice for schools, teachers and parents and it is advisable to make links to these sites available for visitors to your website. On the Lancashire Grid for Learning (www.lancsngfl.ac.uk) we now have a dedicated eSafety section and there are also links to ‘Think U Know’, ‘Know IT All’ and ‘Parents Centre’. Please use these links on your site to help raise awareness on these matters.

Extra ‘Useful tools’

It is important for schools to try and keep websites informative and up to date but also it is just as important to make sites look good and interesting. I have recently found a few ‘free’ applications that can enhance the images on your web pages and you might want to try these out:

Picnik is a website that offers online picture editing. It’s free and easy to use with quite a broad range of effects available i.e. drop shadow, image shaping and text features etc. Visit www.picnik.com to have a go!

To save time putting lots of images onto your web pages why not use Flash Slideshow Maker to create a slideshow of scrolling pictures that can be uploaded as a .swf file and inserted a single image. Visit www.flash-slideshow-maker.com to find out how. This method can also help with image security.

Microsoft has just made Auto Collage available for free via the Innovative Teachers Network. It’s a really good application that produces an effective collage of pictures that could be very handy for images for you website.

First visit: http://uk.innovativeteachers.com/Pages/Welcome.aspx Join the network to setup an account then visit: http://secure.uk.innovativeteachers.com/Pages/AutoCollage.aspx

If you have been using the Lancashire Content Management System in your school and you have had staff changes and would like an ‘update’ training session or you would like to start using our CMS, please feel free to contact me. nigel.kirkham@ict.lancsngfl.ac.uk

Green-Screening with the CLC
By Nick Crabtree, Deputy Manager, Towneley Park CLC

The CLC has become very experienced in film-work along with producing video clips and DVDs. One technology that the CLC makes a lot use of in this field is Green-Screening. The technical term for this is Chroma-Keying. This involves the filming of a subject in front of a green background and then superimposing it onto a different background – either a picture or video. As you can imagine, this then gives film-making a whole new range of possibilities and expands the use of visual media in the curriculum greatly. Imagine pupils producing reports from foreign countries or different planets and then going on to create dramas within say, a pond-life setting or a cartoon world!
The CLC have been using green-screening for some time with both Primary and Secondary schools and although you can spend a lot of money on this if you go to extremes, it can also be done at a relatively cheap cost.

Recently the CLC has worked with Year 4 pupils at St. Mary Magdalene’s R.C. Primary school in Burnley. They have been producing Superhero stories for their Literacy work and it meant the pupils had to spend time planning their scripts and deciding on the message they wanted to deliver. They worked with the CLC’s Deputy Manager and Primary Link, Nick Crabtree, in creating storyboards and then editing their scripts.

They then worked with the full media team in order to produce the six stories that included ‘green-screening’ and other methods to give the characters super-powers.

Class teacher and ICT Subject Leader, Maria Keane commented, “This superhero literacy project gave the Year 4 children an exciting new way to learn about writing play scripts.” Pupils developed their speaking and listening skills, not only when filming their play scripts, but also when working as a team to create storyboards, then using ICT to write and edit their play scripts.

Acting Head teacher, Elizabeth Stevens, added, “The superhero filming with the CLC was an excellent opportunity for the pupils to really take ownership of their work and all were eager to see the end results, (as were the rest of the school!). It really has been a great use of ICT to develop cross-curricular skills”

Although this project used the full CLC media team there are simpler ways of using the green-screening technique. Nick does this a lot with schools and explained, “You don’t need really high-tech equipment to produce reasonably good results. I often use classroom digital cameras set to video for the filming. A tripod at around £20 is also useful and then you just need editing software that includes a green-screen function -you can pick these up for less than £50 and then you’re away. The software is not too difficult to use and there’s always lots of help to find online. The green background can be display paper or a piece of cloth or even a painted wall. I think the hardest part is making sure the background has a good, even colour; but large and well-lit school halls are usually great for this.”

If you want to have a go give Nick Crabtree a ring at the City Learning Centre on: - (01282) 446760. Advice is given freely to all schools so it’s well worth considering as a way of enriching your school’s curriculum work across all subjects.

See the completed videos on St. Mary Magdalene’s R.C. Primary school’s website: www.st-marymagdalenesrc.lancs.sch.uk or look at the CLC’s website: www.clc.lancsngfl.ac.uk for further details.
**Forthcoming Events with the CLC**

**Lomeshaye Marsh Nature Reserve Project**

by Nick Crabtree, Deputy Manager, Towneley Park CLC

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**It’s all webcams and wellies at the Lomeshaye Marsh Local Nature Reserve with the City Learning Centre.**

Staff from the CLC will be spending much of June down at the Marsh where pupils from both Burnley and Pendle schools will be taking part in all sorts of planned activities based around this County Biological Heritage site.

Local Nature Reserves are areas of wetland in local communities and Lomeshaye Marsh was Pendle’s first, being created in 1994 on part of the Lomeshaye Industrial Estate. In the last few years, work at the site has been organised by Malcolm Linford from Pendle Community High School and he recently received a national award for his work there.

With daily reports planned from BBC Radio Lancashire, organised and edited by pupils, it should be a great experience for all concerned during the two week project.

The CLC is not holding back on the technology and they will be making use of Video Conferencing, Bird-cams, mobile phone technology, underwater cameras and other ICT equipment, both basic and high-tech. They also plan to create a DVD of the highlights of the project. It is all curriculum-based work though and it’s not just for the scientists. There is a wide range of cross-curricular and subject specific activities involved, including Geography, Art, Maths and Literacy.

Peter Ellwood, Head of Science and Discovery at Marsden Heights Community College commented, “The Lomeshaye Nature Reserve Project allows pupils to complete cross-curricular work involving the Science, Maths, English and Art areas of the KS3 curriculum. Pupils have the opportunity to work in small groups, for example in Science identifying animals, pond dipping and observations to survey a habitat. The use of mobile phones to identify and record information enhances pupil participation and interest in the subject”. Primary Science AST, Jo Wilshaw, added, “This is an excellent opportunity for extending school experiences beyond the classroom. There is so much scope for cross-curricular work and making good use of ICT. This, in conjunction with such a great local resource, can only enhance children’s learning.”

A more detailed report will appear in the Autumn edition of the ICT Newsletter but in the meantime check out what’s happening on the CLC’s website at [www.clc.lancsngfl.ac.uk](http://www.clc.lancsngfl.ac.uk)
**Which video camera?**

By Nigel Kirkham, ICT Teacher Adviser, Learning Excellence

In an earlier issue of ICT Matters I mentioned 2 mini camcorders that I have been using when delivering courses or working in schools. This type of device is superb for multimedia cross-curricular work as well as specific ICT units of work.

Of the devices I’ve tried the Kodak Zi6 has become my preferred choice for several reasons: It’s really easy to use, has a good sized LCD screen for a handheld device and it offers the facility to take photo stills or video clips. It also stores files to an external SD card (4 or 8Gb - bought separately) and uses standard AA or re-chargeable batteries. File transfer is via a flick-out USB arm or via USB cable (the latter is best when connecting to desktop computers).

**Issues?**

1. There are options for the video format of which the best is HD, but some computers cannot handle this which can be disappointing. However, there is a VGA format option which is still good quality and will work on most PCs. It is also advisable to use the most up to date version of Windows Media Player too.

2. The device stores video in .mov format and this type of file is not as flexible to use as say mpeg or .avi. I’ve had problems with editing this file type in moviemaker2 and have had to convert the file to another format. This is quite easy to do and can be done with the Media Impression software that is supplied with the camera. However, I do have reservations about this when considering this device for ‘non-technical’ users!

**Conclusion:** A really affordable, high quality video camera that also takes still pictures, and is very easy to use but with some minor technical quirks! The price at the time of writing the price is £119.99 inc. VAT (89.99 if you want a pink one!) For more info visit [www.play.com](http://www.play.com) or Boots online store at [www.boots.com](http://www.boots.com)

Alternatively, you may opt for the Flip Video Mino F360. Again it has easy-to-use controls and the file format allows easy editing via PC or laptop - an advantage over the Kodak. The LCD screen is smaller at 1.5”, the storage is via 2.0Gb on-board internal flash memory (up to 60mins) and file transfer is similar to the Kodak via a built-in USB arm which is also used to charge the internal lithium ion batteries. This model also comes with video editing software.

**Issues?**

1. No stills option
2. Lower quality
3. Built-in batteries cannot be replaced

**Conclusion:** An easy to use device which doesn’t have the image quality of the Kodak but may be more accessible for the less technical user. The price at the time of writing is £79.99 inc. VAT (or £99.99 if you want black!) For more info visit [www.play.com](http://www.play.com)

Note: I’ve just discovered Flip have announced a HD version but at a price -£159.99 – technology never stands still! Watch this space

nigel.kirkham@ict.lancsngfl.ac.uk
Secondary Strategy Courses Programme Summer / Autumn 2009:
All these training sessions are non-chargeable and are full day courses unless stated otherwise.

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<thead>
<tr>
<th>Date Booked</th>
<th>Venue</th>
<th>Course Title</th>
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<tr>
<td>9th June 2009</td>
<td>ICT Centre</td>
<td>ICT850a: Using Sound across the new curriculum</td>
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<tr>
<td>9th June 2009</td>
<td>ICT Centre</td>
<td>SRF &amp; ICT Mark Update (twilight session)</td>
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<tr>
<td>10th June 2009</td>
<td>ICT Centre</td>
<td>Y8 &amp; Y9 SoW Development Meeting</td>
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<tr>
<td>16th June 2009</td>
<td>ICT Centre</td>
<td>ICT804a: ICT Subject leaders Development Meeting</td>
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<tr>
<td>18th June 2009</td>
<td>ICT Centre</td>
<td>ICT804b: ICT Subject leaders Development Meeting</td>
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<td>30th June 2009</td>
<td>ICT Centre</td>
<td>ICT in PE</td>
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<td>6th - 10th July 2009</td>
<td>ICT Centre</td>
<td>5 day course for non-specialist teachers of ICT</td>
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<td>14th July 2009</td>
<td>ICT Centre</td>
<td>Y8 &amp; Y9 SoW Development Meeting</td>
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<tr>
<td>15th July 2009</td>
<td>ICT Centre</td>
<td>APP Moderation Workshop</td>
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The following training will be offered on a charged basis:

Adobe Flash for Teachers:
A series of 6 Twilight sessions (4.15pm – 6.15pm) on the following dates:
Delegates will need to attend all 6 twilight sessions and tasks will need to be completed between each date. The total cost is: £250.

For further details or to book a place on any of these dates please contact Kath Townsend on 01257 516389 or email: kath.townsend@ict.lancsngfl.ac.uk

Learning Excellence ICT Courses Summer Term 2009

Create and Manage a Dynamic School Website Using the Lancashire Content Management System - 2 Day Course 17th June 2009
Using ICT effectively across the curriculum in Year 5 19 June 2009 (We run courses for each specific year group)
Managing the Assessment of Pupil Attainment In ICT 23rd June 2009
Sound Ideas : Digital Voices and Choices 23 June 2009
Are you an E-confident Classroom Teacher? Do you use ICT in your teaching? 29th September 2009
Developing Creative Minds - Using Multimedia Presentation Software in the Primary Curriculum 13th October 2009
Developing Subject Leadership of ICT for New co-ordinators (2 day course) 19 October 2009
ICT Coordinators Update Day 27 November 2009

All our courses are presented from the Schools’ ICT Centre, Chorley and for one day unless otherwise specified.
For further information visit the Learning Excellence Website www.learningexcellence.net