Home Access: National Policy - Finding Solutions

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Improving learning through technology

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Overview

- The e-Strategy and Becta's strategic role

- National policy - finding solutions:
  - Computers for Pupils
  - Home Access

- Criteria for successful & sustainable solutions

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Harnessing Technology
Transforming Learning & Children's Services

DfES set out a system-wide approach to the application of ICT in education, skills and children's services and identified four key objectives:

- – Transform teaching and learning
- – Engage 'hard to reach' learners
- – Build an open accessible system
- – Achieve greater efficiency and effectiveness
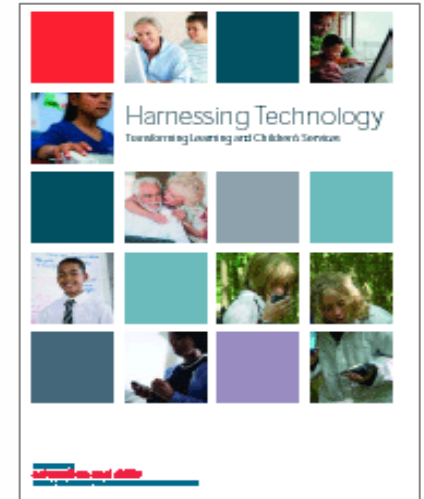
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As a learner you should have:

- More ways to learn
- More subjects to choose from
- More flexible study
- Easier ways to try things out
- A personal online learning space
- Help to move on

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As a learner you should have:

More flexible study:
you will have more choice about where, when and how you study, making it easier for you to create your own mix between studying in a place with other learners, learning at work, learning at home, and learning online.

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Becta: New Role and Remit

- Since September 2006: the role of lead delivery agency for the e-Strategy and the responsibility to work with partners to deliver it

- New remit in February 2007: increased responsibility to "provide leadership to the whole education and business community in all matters relating to the use of technology for learning, teaching and management"

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Becta: New Role and Remit

- New remit and priorities letter - 3 key roles:
  - Leadership to education & skills community
  - Leading and challenging partners
  - Powerful voice in policy

- High-level outcomes for the e-Strategy, which can only be achieved by coherent partner and user actions across all sectors

Capability and capacity of the workforce, providers and learners

1.1 Leaders have the knowledge and skills to ensure technology for learning can be harnessed for the benefit of learners
1.2 Institutions and providers plan and manage technology for learning effectively and sustainably
1.3 Practitioners exploit technology consistently to offer engaging and effective learning experiences
1.4 Practitioners, parents and learners can share and use information and data effectively for the benefit of learners
1.5 Improved learner capability in using technology to support their learning

Outcomes and benefits for learners and children

3.1 There is greater choice in learning opportunities and modes for all learners
3.2 Learners have increased motivation for and engagement in learning
3.3 Fewer learners under-perform or fail to succeed in education
3.4 An improvement in the quality of learning provision is accelerated
3.5 There is improved child safety and child protection

Fit for purpose technology & systems

2.1 All learners and practitioners have access to the appropriate technology and digital resources they need for learning
2.2 Every learner has a personalised learning space to enable them to learn when and where they choose
2.3 Technology-enabled learning environments are secure, supported and interoperable
2.4 There is a dynamic, vibrant and responsive technology for learning market that can meet the needs of the system

Efficiency, effectiveness & value for money across the system

4.1 Learning providers collaborate and share information and resources
4.2 The management and administration of learning and institutions is more efficient
4.3 There is a greater level of effective, learner-focused, assessment for learning
4.4 Practitioners collaborate and share good practice and learning resources
4.5 There is good use of information to support learner transitions between institutions and sectors

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Home Access: Computers for pupils

- BETT, January 2007:

"The so-called digital divide cannot be allowed to create and reinforce social and academic divisions.

Already, through the Computers for Pupils initiative, we are making significant strides towards that pledge. We estimate around 200 000 children from the most disadvantaged families will have access to computers and internet connectivity through this programme."

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Computers for Pupils: what is it?

- A cash-limited initiative focused on the most disadvantaged pupils in the 10% most deprived areas.

- 108 LAs will receive funding for over 1000 schools and approximately 100 000 families will benefit.

- It aims to help these pupils have the same facilities as their peers.

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Computers for Pupils: funding

- The March 2005 Budget announced £50m capital over 2006-08 (£25m for each year) to provide access to ICT in the home for the most disadvantaged pupils.

- The Budget 2006 announced an additional £10m revenue funding (£5m each year) specifically to provide internet connectivity to support this initiative.

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Computers for Pupils: timescale

- The first £30m of the funding available was allocated to LAs via Standards Funds Grants in September 2006.

- Some LAs will not receive funding until year two (September 2007).

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Computers for Pupils: target pupils

- A combined formula of the Index of Multiple Deprivation and data on free school meal eligibility was used to identify the Key Stage 3 and 4 disadvantaged pupils living in the 10% most deprived areas of England

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Home Access: Background

- BETT, January 2007:
  Home Access Taskforce

"…I not only want to reinforce that commitment, but to talk further about our aspiration for universal home access and how that might be made a reality…

I am setting up a Home Access Taskforce which I will personally chair. I want this to bring together key industry players, the voluntary sector, and education representatives to look at the issues."

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Home Access: Programme Objectives

Phase 1

April 2008
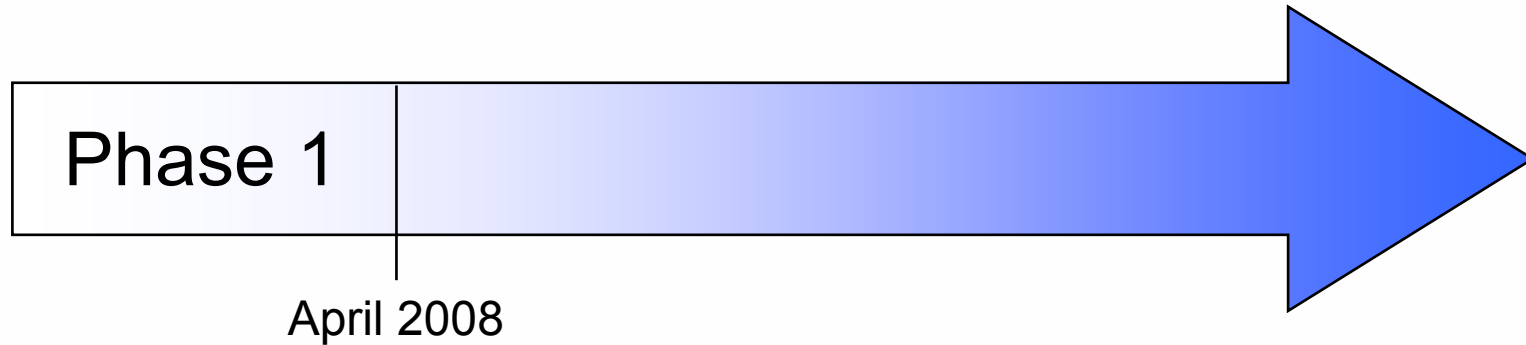
Refine commercial options, funding models, carry out and analyse pathfinder results and outcomes, conduct impact assessments and an economic appraisal in order to produce a credible strategy and business case for taking the programme into the delivery stage.

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Home Access: Programme Objectives

Phase 2

April 2008   Sept 2008   Sept 2011
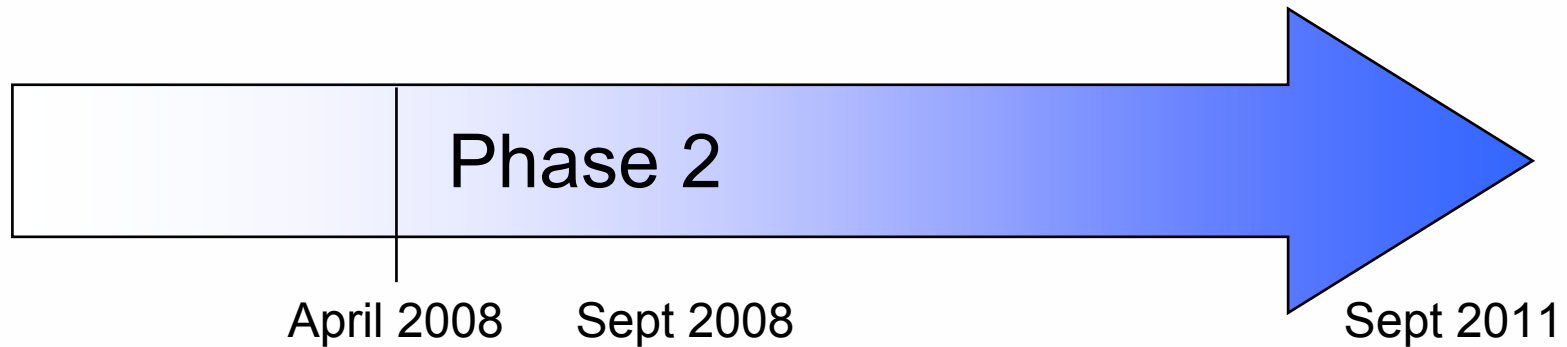
Delivery…

To incrementally increase the number of learners who have and will benefit from home access to learning through technology

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Scope

The Home Access Programme covers all learners in England between the ages of 5 and 19 in full-time, Government maintained education, whatever their home circumstances. The provision, however, may not form a single offer to all learners but could be differentiated to match the needs of individuals and their circumstances.

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Structure

Ministerial Taskforce

Programme Board

DfES & Becta

- Solutions
- Funding
- Learning & Change
- Support
- Safety & Security
- Cross-cutting
- Communications

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Criteria for successful & sustainable solutions

Solutions

- Equipment and connectivity solutions of sufficient scale and ease of administration

Funding

- A range of financial options to fund the recommended products and services that will ensure every child can access online learning resources and support from home

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Criteria for successful & sustainable solutions

Learning and Change

- A range of pedagogies which effectively support home learning. Online activities that are fit for purpose and support the development of higher order skills

- A dissemination, training, embedding & support plan for teachers

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Criteria for successful & sustainable solutions

Support

- Addresses the needs of parents/carers and community representatives including ongoing training provision and support

Safety and Security

- A range of safety and security issues in order to ensure that learners operate in a healthy, safe and secure online environment

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Criteria for successful & sustainable solutions

Cross-cutting

- Joined-up policy across government, DfES, partner agencies

Communications

- Appropriate levels of PR and stakeholder engagement and support

- A system for measuring impact

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