



# ***E13 Learning Community Multimedia Evaluation Report***



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## **Section 1. Introduction**

The purpose of this report is to describe a very exciting project involving the use of podcasting and video podcasting in the E13 Learning Federation, to analyse the results of the activities involved, and to evaluate the project. The intention is that this analysis, and the case studies, will inform future work of this nature.

The aims of the project were to use exciting new technologies, such as podcasting, to raise children's enjoyment and achievement in school, to encourage greater parental involvement, and to foster even more collaboration between the Federation's schools.

The main body of this report provides a summary of the work undertaken and an evaluation of it. However, this may not convey the richness of the project, and so for the full detail the reader is invited to consult the appendices.

The evidence used for this report comprised:

- Completed interview/questionnaire sheets for each school.
- Recorded interviews with headteacher, ICT co-ordinator and/or other staff at each school.
- Interviews with children.
- Paper and other evidence supplied by some schools.

## **Section 2. General description of work undertaken**

### **Project-related activities**

Over the course of the 2007-08 school year, the six primary schools and one secondary school involved in this project have been engaged in the following activities, individually, in bilateral arrangements with partner schools, and with the other schools as a whole:

- Planning the use of the wide range of equipment that forms part of the project.
- Organising the logistics involved in taking delivery of the equipment, storing it and making it available for use by staff and children.
- Organising and undertaking professional development related to the equipment.
- Experimenting with using the equipment.
- Meeting regularly both as a Federation at a Headteacher Level and as a working group at the ICT Co-ordinator (and associated roles) level. These meetings usually included a representative from the Local Authority.
- Evaluating both the outcomes of the activities and of the project itself.

## The equipment used

Given the aims of the project (please see above), the equipment was chosen according to what would provide the greatest flexibility of use and the potential "wow factor". It comprised the following:

- Class sets of a hybrid webcam and digital camera.
- Class sets of high-quality digital audio recorders (Edirol recorders).
- High-quality digital video recorders, which were later replaced or supplemented by sets of low-cost digital video recorders (Flips).
- One self-contained radio studio per school (Synergy).
- Laptops (class sets of 15).
- Video-conferencing kit (one per school).
- In addition, appropriate software, storage facilities, extra wireless connectivity and security facilities were provided, as was training.

## Section 3. Range of activities undertaken

### Planning

The activities undertaken so far have been very wide-ranging in terms of the ages of the children and their make up (ie Special Needs etc), and in terms of the tasks and the contexts in which they were undertaken.

Because of the long-term nature of the project, the Federation has invested time in setting it up carefully. This has entailed the following:

- Very detailed discussion of the equipment to be purchased.
- Evaluation of the equipment received (which in some cases has led to equipment being re-specified and exchanged).
- Project planning, both within individual schools and across the Federation.
- Staff training.

Consequently, much of the substantive work has been undertaken in the **latter** half of the school year.

The schools in the Federation have decided on the type of some projects to undertake as a group. For example, movie-making involving animation was agreed upon, as was the topic of an advertisement. So, although there has been individual variations at the school level, the general themes have been similar. This has had the advantage of making it possible for teachers to attend relevant INSET at schools other than their own, and for schools to organise joint INSET days.

## Examples of activities undertaken

Here are some examples of the kind of work that has been undertaken with the equipment provided. This is not intended to be a comprehensive account, but to give a flavour of the sorts of work which can be, and has been, undertaken with this equipment. (For a more detailed summary, please see Appendix 2.)

### Reception and nursery

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At Southern Road, reception and nursery children have used Edirol within numeracy lessons in the form of counting songs; eg the teacher plays a recording and the children have to say what number will come next.

### Year 1

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At Selwyn, children's choral performances have been recorded with Edirols, whilst at Southern Road children have taken Flips on a visit to Olympic Park, and the films made will be used as a resource for subsequent work. Portway has introduced both still photography and MovieMaker to this year group.

### Year 2

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Again at Selwyn, a profoundly deaf child has made a video commentary using sign language.

### Year 3

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Using the digicams and a free application called PhotoStory, children at Portway have explored their local environment. At Upton Cross, the Flips have been used in all areas of the curriculum.

### Year 4

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Children have used Podium, a simple podcasting application intended for use in the primary school, to make podcasts linked to literacy topics, at Plaistow school.

### Year 5

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Children at Curwen made advertisements for Salsa dancing, using animation techniques. As a result of this work, the children understood the selling concept of advertisements, ie the concepts of key message and target audience, rather than trying to say *everything* about a product. The current year 5 pupils are doing a photo-story based on a trip to London for which, as background work, they looked at advertisements to see what hidden messages there were.

Some children interviewed parents at the end of an art project exhibition, using the Edirols.

### Year 6

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Each child in Year 6 at Upton Cross produced a short video of what they will miss about their school. These have been compiled into a CD for children to take home, and the children also took still photographs for use in a PowerPoint presentation and the CD cover.

A summary of the work undertaken in each school is given in Appendix 1. As can be seen from the table there, every year group has taken part, which leads to an important conclusion:

**No child is too young to take part in this kind of multimedia work.**

#### **Section 4. Approaches**

##### **How have schools approached the setting-up of this project?**

All of the schools involved have successfully implemented the project. However, it is interesting that four of the schools decided to take the opportunity to think about the role of the ICT co-ordinator in relation to multimedia work, and this seems to have been a factor in their success.

In one school, Selwyn, an Innovations Leader has been appointed, whose role is to lead developments in teaching and learning with ICT, including the school's Managed Learning Environment (MLE). The ICT Co-ordinator's role is to provide technical support, help to provide appropriate INSET and to work with the Assessment Co-ordinator on developing effective target-setting and tracking systems using ICT.

In another school, Curwen, a teacher has taken on the role of multimedia lead teacher, developing the MLE and providing staff training on using the audio and video equipment associated with this project, and leading the children's activities in this area. He and the ICT Co-ordinator, whose remit is ICT in the curriculum, meet once a term to discuss areas for development. In addition, the school is considering appointing an "intra-project co-ordinator" for a term, a role which need not be undertaken by a teacher.

The approach of Southern Road has been to appoint a multimedia co-ordinator, whose role is to get teachers using the equipment and software creatively. Also, the school has "multimedia weeks": each year group uses the multimedia suite for a week in order to enhance, and therefore raise achievement in, cross-curricula lessons.

This has also been the approach of Portway, which has gone a step further by appointing **two** multimedia co-ordinators, one for each key stage. Their approach is to each train two other teachers at a time in using the hardware and software.

One of the schools (Upton Cross) that placed the project within the remit of the ICT Co-ordinator is too small for an additional role to have been a feasible proposition, but this has not had an adverse impact on the project. However, the other school (Plaistow) which placed the project under the auspices of the ICT Co-ordinator experienced a setback when the ICT Co-ordinator left.

##### **Dissemination/coverage of curriculum**

The general approach of all of the schools has been to integrate the use of the multimedia facilities with the normal curriculum. Interestingly, however, the method used has been different in each case, as detailed below.

At Curwen, MLE training was given to all staff. Also, the multimedia project was integrated with drama.

Southern Road has used a phased introduction, with a limited number of staff using the equipment, and the multimedia co-ordinator spending time with each year group as their slot comes up.

Upton Cross currently leaves it to staff to decide how they will use the equipment, but there are plans to stipulate what equipment will be used when, and by whom (eg Flips to be used in Year 5 science).

At Portway, a multimedia approach is being planned into the humanities curriculum, with each year group spending 6 weeks working in this way.

Plaistow introduced the use of multimedia into its literacy curriculum in Years 4 and 5, and into its work with EMA.

Finally, the Innovations Leader at Selwyn has planned and implemented the use of multimedia in every year group.

Across the schools the pupil groups have been primarily mixed ability. However, the equipment and software have also been used by some children with special educational needs, gifted and talented pupils, and in clubs used as "pilot" groups before wider dissemination of the approach.

## Section 5. Collaboration

### Has the project improved collaboration between pupils?

Overall, the project has encouraged collaboration between pupils in the same school. Of particular interest are Curwen and Portway. A Year 6 child at Curwen declared that they were now able to resolve their differences by "talking about it instead of hitting each other", whilst at Portway Year 5 children have been assisting Year 1 pupils. Incidentally, this kind of mentoring may be implemented in the 2009-10 school year between Year 8 pupils at Lister and Year 6 pupils at Portway, and between Year 7 and Year 5 and 6 pupils.

The picture is somewhat different as far as the collaboration of pupils **between** schools is concerned. The focus thus far has been on becoming familiar with the equipment and embedding a new approach into schools' planning. However, several schools are now exploring ways of facilitating the collaboration of pupils between them.

### Has the project increased collaboration between staff?

The picture is similar to that of pupil collaboration, with more happening within schools than between them, as might be expected in these early days. Nevertheless, the outlook is very promising, for reasons which will become clear.

In most schools, collaboration between staff has been formalised to some extent. A common theme is for those who know to tell or show those who don't. For example,

Curwen plans to have "show and tell" INSET sessions, whilst in Selwyn each year group has a member of staff who is familiar with the equipment. Southern Road encourages teachers who are about to start using the equipment to talk to those who have just done a unit of multimedia work. Portway has numerous meetings, and the ICT curriculum leader is working with other co-ordinators to embed ICT into the curriculum.

It would seem that Upton Cross is the only school that has not adopted a formal or semi-formal approach, yet it is encouraging to learn that lots of informal conversations about the multimedia facilities have taken place.

There has been some collaboration between schools. At a higher level, as it were, the headteachers in the E13 Learning Community schools meet on a regular basis, as do the ICT co-ordinators in their E13 Network meetings. The latter group decided on the advertisements theme which has been adopted as the first, or one of the first, projects in all the schools.

Also, a Learning Community INSET day was held in February 2009, with each school providing training in a different aspect of the work.

Two schools have experimented with video-conferencing. Selwyn and Portway successfully linked to each other via the London Grid for Learning video-conferencing portal. The result was of a professional quality, albeit with perhaps a two-second delay.

Finally, several bilateral arrangements have been made in terms of attendance at INSET sessions (for example, Portway attended a training session hosted by Southern Road), and meetings between schools. It is important to note that at Plaistow, the new ICT co-ordinator has been helped by both Portway and Selwyn schools to "get up to speed" with the project.

### **Has the project led to greater parental or community involvement?**

By and large, the impact of the project in this area has been limited, owing to the fact that schools are concentrating on getting used to the new facilities. However, there are two notable exceptions. These are Southern Road, which has started to use laptops with parents and intends to start using the Ediroles too, and Portway, which has a "hardcore" group of parents who regularly attend training provided by the school, and which intends to run a course on using laptops and one on using digital cameras in the near future.

There has been some passive parental involvement too. At Selwyn, parents were sent a video of their daughter eating in order to reassure them that her reluctance to eat was being worked on. Curwen reports that parents have been asking for details of how they can view their children's videos online.

## **Section 6. What skills have been improved by the project?**

As well as the obvious acquisition of direct skills of using the multimedia equipment itself, many associated skills were learnt or improved. These were skills such as planning and "soft skills" such as discussion and collaboration. This has important implications for when the children go on to their secondary school, given the emphasis in the secondary curriculum on the personal learning and thinking skills (PLTS), ie:

- Independent enquirers.
- Creative thinkers.
- Reflective learners.
- Team workers.
- Self-managers.
- Effective participators.

Literacy was thought to have been improved by the project, and in particular speaking and listening. Several teachers and children commented on the fact, for example, that the podcast work enabled the children to hear their own voice, sometimes for the first time. This made it possible for them to learn skills like how to project their voice during a presentation.

Perhaps surprisingly, storyboarding skills have not been improved by the project, on the whole. However, this is due to the fact that much of the work to date has been planned by the teachers, with a view to getting the children up and running with the equipment as soon as possible. The plans are for the children to start to play a greater role in several schools.

## **Section 7. Every Child Matters**

As can be seen by the data in Appendix 4, all aspects of Every Child Matters have been covered extensively. Some aspects, such as Be Healthy, were covered by the topic of the work, such as producing advertisements for Salsa dancing. Even here, though, once this aspect is defined to include psychological well-being, such as self-esteem, it becomes clear that the nature of the work itself has had a profound impact.

There was some initial doubt as to whether Stay Safe was covered, but learning to use the equipment sensibly addresses that, as does activities such as Selwyn's walk to the local park to shoot videos, because it involves teaching the children road safety awareness.

There was no doubt at all that Enjoy and Achieve, and Make a Positive Contribution, were addressed. In the latter case, even very shy or profoundly deaf children were able to contribute to the work to the same degree as everyone else - which no doubt had, in turn, a positive effect on their self-esteem.

Colleagues, and some of the children themselves, felt that Economic Well-being had

been addressed through the acquisition of useful life skills and, to some extent, technical skills. Interestingly, two teachers made the point that the project was exposing the children to a range of equipment they would not be likely to see in their normal lives.

### **Section 8. How well was the project managed?**

There is a consensus that the project was extremely well-managed by the LA - so much so, in fact, that when a key member of staff left the LA the schools felt somewhat lost to an extent.

There has been a certain amount of joint planning between the staff at different schools, such as in the Learning Community's decision to run a project involving the production of advertisements in each school. However, several people suggested that there was the need for a co-ordinator role to be established for this project.

It is interesting that several schools, apparently independently of each other, decided to appoint a dedicated teacher or teachers to be in charge of multimedia activities. This has had the advantage of allowing the ICT Co-ordinator to focus on the mandatory aspects of the ICT curriculum, ie ensuring coverage of the ICT Programme of Study and progression between key stages. Also, it is an effective way of ensuring continuity should a key member of staff, such as the ICT Co-ordinator, leave.

However, although there appears to be no evidence of this happening, it is worth bearing in mind that a possible unfortunate outcome of this approach could be a perception that most ICT is boring apart from the exciting multimedia aspects! The approach taken by all schools, that of ensuring that the multimedia work is linked to the curriculum and not something apart, is almost certainly the correct one.

### **Section 9. Staff confidence and competence**

Staff confidence and competence in using the equipment has improved over the course of the project. This is evident not only from the interviews I held with the ICT co-ordinators, but also staff INSET evaluation forms and the sheer breadth of the work undertaken (see Appendices 1 and 2).

The key factors here would seem to be:

- Meticulous planning.
- Staff training.
- Highly visible technical support.

In a sense, staff are taught the skills they require on a "need to know basis": they are shown how to use an item of equipment, and then asked to work with the children - but with a cushion of pedagogical and technical support.

## Section 10. Lessons learnt

### What worked well?

The main factors in the undoubted success of this project were the enthusiasm of the staff and children. On the whole, the equipment is easy to use and highly portable - in other words, it is accessible.

In the case of the Flips, for example, the main skill required is the ability to press a red button. A similar ease of use is to be found in the Edirol recorders.

In each of these cases, the simplicity of the operation of the equipment belies the quality of its results, which are very good indeed.

Put these facts together, and what emerges is a situation in which it is very easy for most people to obtain very good results with very little training - in fact, the children required hardly any.

The nature of the equipment also meant that there was a high degree of inclusivity.

Another key success factor was the curriculum and other planning, both at the school level and the Learning Community level. This, allied to well thought-out staff training programmes, meant that good progress has started to be seen very quickly.

Last but not least, the support and co-ordination of the project by the LA, especially in the early days and when dealing with suppliers, was crucial. There was also some outsourcing of project management in this context: the LA, faced with sourcing a wide range of equipment, appointed one of its preferred suppliers, RM, to take responsibility for these purchases. This resulted in a far more efficient use of time and expertise than might otherwise have been the case.

### What could be improved?

There were some problems concerning the installation of software on many laptops where the program had to be installed individually on each one.

Other issues, such as deciding on naming conventions for both files and equipment, might have been decided upon at the outset.

In a sense, these are matters of logistics: managing the equipment, from organising its storage upon delivery to keeping track of it in school, is almost a project in itself.

The ICT co-ordinator at Selwyn school came up with an innovative solution, in which a spreadsheet containing colour-coded details of the equipment was matched in real life by colour-coded storage. A modified version of this system has been adopted by Portway school. There appears not to be an easy online mechanism whereby interesting approaches like this can be shared across the Community, but regular meetings of the Learning Community are held.

## Section 11. Conclusion and recommendations

There is no doubt that this project has been very successful, as shown throughout this report. How can this success be built upon? I would suggest the following:

- Establish an area on the MLE where good practice and ideas can be shared between the schools. Although Curwen has established such an area, my understanding is that it is located in Curwen's area. Ideally, such a room should be on a higher level.
- Although colleagues have felt at a loss to some extent following the LA advisor's departure, I don't feel that there is a need for an overall co-ordinator now, so much as a facility to ease co-ordination between the schools. A Learning Community MLE room, in which members would share a calendar and be able to arrange and book into INSET sessions at different schools, could well be the answer.
- Good progress is being made on training staff in the use of the equipment. However, nobody mentioned plans for dealing with the situation of fully-trained staff leaving for pastures new. Some form of longer term training schedule, or at least induction for new staff, should be drawn up. As there is a pool of relevant knowledge in the E13 Learning Community, this might be addressed at a strategic level by the Federation as well as by individual schools.
- Much of the evidence for the success of the project appears to be anecdotal. In the second year of the project it will be important to start to measure impact in terms of test results and other measures.
- Now that the use of the equipment has started to be rolled out across the curriculum and throughout the year groups in many schools, further attention should be paid to involving parents and the wider community.
- Also, the time is ripe for increasing the degree of collaboration between schools at the pupil level.
- The Synergy radio station facility has been underused. Schools have received training in its use, but the training was both too intense and too early. Perhaps two or three schools could work together in producing a radio broadcast, possibly taking advice or training from people who have worked in this regard in an educational context.
- The video-conferencing equipment has also been underused. However, a successful test run by Selwyn and Portway should give schools the confidence to start using this method to share ideas and good practice with each other.
- Training has been an important element in the success of this project. Perhaps a programme of training for the next year should be drawn up, identifying areas that would be of interest to all schools.

- Schools which have not yet done so should consider the possibility of introducing a colour-coded storage system.
- Finally, until now there has been little scope for Lister, the secondary school, to become involved. However, the school is keen for this to happen, and there has been a suggestion of Lister pupils mentoring pupils from nearby primary schools. This should be explored further.

**End of Main Report. Appendices follow.**

<b>Section 12. Appendices</b>
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### Appendix 1: Summary of work undertaken

The table below summarises the coverage of work undertaken in this project by year group and school.

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
Nursery					✓	✓
Reception		✓		✓	✓	✓
Y1		✓		✓	✓	✓
Y2		✓		✓	✓	✓
Y3		✓		✓	✓	✓
Y4		✓	✓	✓	✓	✓
Y5	✓	✓	✓	✓	✓	✓
Y6	✓	✓		✓	✓	✓
SEN		✓		✓	✓	✓
CLUB		✓				✓

**Appendix 2a: Summary of activities by year group and school: Nursery and Reception**

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
<b>Nursery</b>					Reception and nursery have used Edirols within numeracy: counting songs; eg play recording and say: what number will come next.	Flips and digital cameras are being used across the curriculum
<b>Reception</b>		The children have used the digital cameras.		Police Visit - Children interviewed	See evidence files; Reception and nursery have used Edirols within numeracy: counting songs; eg play recording and say: what number will come next.	Flips and digital cameras are being used across the curriculum

Appendix 2b: Summary of activities by year group and school: Years 1 and 2

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
Year 1		Moviemaker - commentary on the children's own work of areas of the school. In addition, still digital cameras and microphones have been used.		Choral performance of poetry	Y1 were doing RE at the time of my visit, with 3 or 4 suggestions eg record Christmas carols etc, plus Eid: explain own experiences and then write about using the Edirols and Podium.	Flips and digital cameras are being used across the curriculum
Year 2		PowerPoint presentations created using laptops: Presentation on Mexico		Flip videos of making toast. Educational visit - Florence Nightingale museum: Video of Recount from Thaibah (deaf pupil). Podcast from Y2 child - put on website and LGFL podcast	Ads	Flips and digital cameras are being used across the curriculum

**Appendix 2c: Summary of activities by year group and school: Years 3 and 4**

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
Year 3		Used digital cameras and PhotoStory to look at the local environment		Singing assembly - podcast made of choral performance of Streets of London	Ads; enhanced writing skills as well as speaking and listening because of extra motivation	Flips and digital cameras are being used across the curriculum.  Laptops widely used to support learning.
Year 4		The children used 2Animate to produce animations for their village settlements work.	Used Podium to make podcasts, linked to literacy topics	Choral performance of poetry	Have used Edirools and Podium for advertisements and in MFL	Flips and digital cameras are being used across the curriculum.  Laptops widely used to support learning.

Appendix 2d: Summary of activities by year group and school: Years 5 and 6

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
Year 5	Salsa ads and George & Dragon using animation, mixed ability group	Moviemaker and cameras used for the work on contrasting localities.	Used Podium to make podcasts, linked to literacy topics. big project around multimodal text: EMA; used digicams and Edirols, then created ebooks with ActivPrimary	History/Art Project - parents interviewed by children at the end of their exhibition.	Edirols and Podium used in science  Will take Flips on trip to France	Flips and digital cameras are being used across the curriculum.  Pupils produced a Multimedia presentation on WWII.  Laptops widely used to support learning.
Year 6	Salsa ads and George & Dragon using animation, mixed ability group; podcast about the school, higher ability ICT group	Flips were used in the topical debate work.		Educational Visits - Y6 interviewing each other on experience of London Aquarium. Deaf pupil videoed as interviewer for Deaf TV. News report: Children using LGFL site to download new broadcast music and make up own example of a news report. Podcasts of interviews made	Have used Edirols, Podium and Flips in literacy + Black History month  Have used Flips on visit to Olympic park; can use these films as a resource afterwards	Y6: Farewell to Upton Cross. Each child produced a short video of what they will miss about the school --> CD--> Home. MM equip enabled them to produce a complete package including PPT; plus still pictures for CD covers and PowerPoints.

**Appendix 2e: Summary of activities by year group and school: After-school clubs**

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
<b>Club</b>		In recently-formed after-school clubs, the children have been working on animation projects and podcasting.				<p>Fables Project: will initiate in KS2 ICT club then inset then roll-out, using Visitor cameras or Flips videos; Fables Project is a whole cluster idea and is related to Literacy Strategy</p> <p>In ICT Club, started to create a digital record of Upton Cross, through pictures; EAL co-ordinator is in the process of producing language books for new arrivals: Welcome books: pictures will be used to update front cover: collage effect envisaged</p> <p>Have produced school adverts using the Edirols.</p>
<b>SEN</b>				<p>Flip video - Trip to train station.</p> <p>Road Safety - walking to local park video / camera stills (Deaf children)</p>	<p>Edirols and Podium used in Pupil Learning Support Unit (PLSU) for SEAL and PHSE. In fact, SEN is addressed in all year group work.</p>	<p>Flips and digital cameras are being used across the curriculum.</p> <p>Laptops widely used to support learning.</p>

**Appendix 2f: Summary of activities by year group and school: Staff**

Year Group	Curwen	Portway	Plaistow	Selwyn	Southern Road	Upton Cross
<b>Staff/other</b> Please note that staff INSET also takes place in the E13 Network meetings, and that there has been an E13 INSET Day.		Staff have received training in Plasticine animation at the school.	See pupils' comments for more info about work done		Before INSET, staff reaction to equipment was very negative because of lack of confidence. But see teacher evaluations (paper evidence): after using equipment with children, confidence went right up	After briefing, all staff (support and teaching) are using the flip and digital cameras across all curriculum areas.

**Appendix 3: Matrix of skills improved by the project**

Skills/ School	Literacy	Planning	Discussion	Collaboration	Story- boarding	Other
Curwen	✓	✓	✓	✓	✓	Problem-solving; personalised learning (eg using cameras to record children's dancing in PE, to help them improve)
Plaistow	✓ Speaking	✓	✓	Not sure, as ICT Co-ordinator is new		Multimedia skills. School is exploring ways of measuring impact.
Portway	✓	✓	✓	✓		
Selwyn	✓	✓ Eg sequencing	✓	✓ "Seems to have an urgency"		
Southern Road	✓ Definitely speaking, listening and writing	✓	✓	✓		
Upton Cross	✓	✓ "Enabled them to think through a process: making a link between planning they do for this and for other work they do"	✓	✓	✓ To some extent	Development of 'performance voice', ie a voice that entertains, through listening to their own voice

**Appendix 4: Every Child Matters matrix, with sample quotations**

Aspect/ School	Be Healthy	Stay Safe	Enjoy & Achieve	Positive Contribution	Economic Wellbeing
<b>Curwen</b>	✓ "The salsa advertisements work helped to get across the keep fit message."	✓	✓ "Definitely!"	✓ "Definitely!"	✓
<b>Plaistow</b>	✓ "This work is also about making choices, eg choosing to have whether or not to have biscuits as a snack."	✓ (In relation to using the equipment in general)	✓ "Definitely!"	✓	✓ "The company asked if the children could help them make their business more successful"
<b>Portway</b>	✓ (Self-esteem) "Y5 working with Y1 felt quite proud"	✓ "On our trip to Southend, the children had to learn how to keep personally safe by putting equipment away."	✓ "Yes!"	✓	✓ "They all want to be Spielberg!"
<b>Selwyn</b>	✓	✓ Children were taught safety awareness for their walk to the park to shoot videos.	✓ "The kids love it; the staff like it too."	✓	✓ "Children developing life skills, and giving them opportunities they never had"
<b>Southern Road</b>	✓ "A girl walked around the school to get material for advertisements."	✓	✓ "We have just started a sensory garden, and we may put cams in the nest box, and in the pond."	✓ "One girl not able to perform in front of whole class, but able to do so in small group"	✓ "Wealth of multimedia equip is something they would not have been exposed to"
<b>Upton Cross</b>	✓ "This enables kids to work in a way that they couldn't do at home."	✓	✓ "This was about celebrating what we do."	✓	✓

**Appendix 5a: Project management and staff confidence and competence**

Criterion/ School	Set-up	Improvement potential	Staff training and technical support	Improvement in staff confidence and competence in using the equipment	Staff likely to use the equipment in future
<b>Curwen</b>	It would have been better if the equipment had been delivered sooner; the project needs an overall co-ordinator	It may have been better to have had less equipment and more people	Schools may struggle with doing the multimedia work at the same time as setting up, and training staff on, the MLE	✓ But teachers of 15-20 years' standing are finding it challenging	✓ Each year group has at least one competent user of the equipment
<b>Plaistow</b>	There needs to be a contingency plan for the induction of new staff	Collaboration with Southern Road planned	The project is high priority, but <b>all</b> training (eg MLE) is in the remit of the ICT Co-ordinator	✓	✓ Cross-curricular work being planned.
<b>Portway</b>	Would be good to have time for co-ordinators to support teachers in class	Lister children to provide support	Staff have received training in Plasticine animation. Further training is planned.	✓	The use of the equipment is becoming embedded in the curriculum.
<b>Selwyn</b>	Very good leadership from the LA (NB <b>ALL</b> schools said this); Portway support has been very good; the ICT Co-ordinator feels that she has a part to play rather than merely being told what to do			99% of the staff are confident: they know where to go for technical support; there is no hiding place because of the whole-school nature of the projects	"This has become part of our classroom practice."; even the link governor is involved.

**Appendix 5b: Project management and staff confidence and competence**

Criterion/ School	Set-up	Improvement potential	Staff training and technical support	Improvement in staff confidence and competence in using the equipment	Staff likely to use the equipment in future
Southern Road		Need to find ways of involving the parents, and using the equipment creatively	Animation training very good; need exemplars of good practice in this area.	✓	✓
Upton Cross	"The bid was fantastic!" The E13 group is very supportive.	"Huge"	The LA's training was superb.	All staff, Support and Teaching, are using the Flips and digital cameras to support and enhance learning in class and in groups.	"We are going to try to ensure that there are curriculum links for all the equipment."

### Appendix 6: Children's voice: what did you learn? (A selection)

School	Outcome
Curwen	All pupils, when in year 5, were involved in creating the backgrounds to their animations, then they discussed results and chose the best aspects of the different backgrounds in a kind of mix and match approach, so this avoided potential conflicts; they watched each other's work and evaluated them; both classes came together and discussed improvements
Plaistow	Year 4 pupil: "I learnt how to read pictures, even if there is no writing."
Portway	A pupil in year 3 took part in a video in which she was a weather forecaster; she was able to explain why a green screen is used by forecasters on TV.
Selwyn	The year 5 and 6 children I saw were enthusiastic about their projects, and were able to explain what they had done in some detail.
Southern Road	Year 6: "We learnt how to have more expression in our voices." "All of us all worked as a team, and resolved arguments sensibly." Year 3: "We learnt how to do a radio ad, especially putting the music in and editing." "We learnt that it's a bit hard to make a radio ad." "We learnt team work."
Upton Cross	"We learnt how to record people, using the Edirols." "It would have been better if there had been no coughing!" (Year 6 pupils)

## Appendix 7: Background

The London Borough of Newham is unique: despite having an area of just over 36 square kilometres, it is a vibrant community, rich in cultural diversity. Newham has a population of just under 240,000. Of this number, 40% is under 25 years of age, and 28% is under 16 years of age - the highest of proportion of all London boroughs.

Education is a highly significant aspect of the LA's work. Newham LA has high expectations of what can be achieved by young people, and a strong belief in the transformative power of education. In particular, it sees ICT as having the potential to reduce the effects of the so-called digital divide: indeed, we have embarked on a number of schemes intended to reduce the digital divide itself.

Newham enjoys a well-deserved reputation for innovation and development in the field of ICT in education, from primary education through to further and higher education.

The schools and colleges in Newham have a history of collaboration, and the Soft Federation of 6 primary schools and a secondary school is the latest example of a commitment to forge partnerships in order to raise the standards of attainment of our pupils.

It is this vision which has informed the highly ambitious and successful BSF programme in Newham, and which underlies the close working relationship enjoyed by the City Learning Centre and the other educational establishments in the area. In fact, the CLC has recently been awarded specialist Arts and Media status, which is important for the training aspects in particular of this multimedia project.

Our primary school PFI programme entitled *Achieving Through Innovation*, is especially ground-breaking: now in its 5th year, each classroom in year 5 and 6 has access to 30 wireless laptops. It should be noted that the schools in the Learning Federation have not been part of this project, and so this project has enabled these schools to enjoy some of the benefits that accrue from targeted investment in ICT.

Previous investment in our schools has led to high-speed filtered access to web-based learning resources, and computer:pupil ratios significantly better than 1:3, counting only PCs which are less than five years old. It is intended that, through the innovative use of digital technology, a ratio of 1:1 will be achieved in effect, ie that pupils will have access to digital resources whenever they require them.

The proposals for the project also complement our aims for the BSF programme, which are to transform learning through the provision of, for example, personalised learning accessing high quality learning platforms, and the delivery of media-rich resources to students in line with their preferred style of learning.

## Appendix 8: The E13 Learning Community

This comprises the following schools:

Curwen	2 form entry, 438 pupils	Curwen is in the process of developing a curriculum with ICT embedded in every subject. It aspires to be at the forefront in terms of using a Virtual Learning Environment, and intends to create a TLR for the role of e-learning co-ordinator.
Plaistow	2 form entry, 390 pupils	Plaistow is a 5yr old (PFI) school which has seen rapid growth and development over this period. The school has a commitment to the use of ICT as a tool to develop pupils knowledge fit for the 21st century.
Portway	3 form entry, 583 pupils	Portway is a PFI school which is involved heavily in the use of ICT, as indicated by the fact that as well as having a Head of Learning & Technology, the school also employs a co-ordinator for cross-curricular ICT. Current initiatives include Year 5 work using ThinkQuest.
Selwyn	2 form entry, 463 pupils	Selwyn will regard this project as successful if and when the use of ICT in general, and multimedia in particular, is part and parcel of everyday school life, not an add-on; it has to be used and be useful, with pupils gaining transferable and future skills.
Southern Road	4 form entry, 819 pupils	The school's focus this year has been interactive whiteboards, and having achieved its targets faster than specified in its School Development Plan, it now wishes to integrate the use of media into all curriculum areas, in all Year groups.
Upton Cross	1.5 form entry, 368 pupils	The school is very keen in using multimedia, as it sees this as a way of "enfranchising" the younger pupil. The school already has strong links with Lister, with pupils in Year 6 and younger going to Lister for project work.
Lister	1,336 pupils	Lister is the only secondary school in the Federation. Although it won't benefit in financial terms from this project, because it enjoys funding from other sources, the school is nevertheless very keen to support this work because of the benefits in terms of transition issues. In a nutshell, Lister wishes to help ensure that pupils entering in Year 7 are at a sufficiently high level of ICT and media literacy for it to be able to raise its standards and expectations even further than it has already.

