



## Thames View Infants

### Learning Intentions

To provide UEL PGCE trainees with experience of working in a local school where the status of ICT is high and where the use of ICT is mostly 'Outstanding'.

To provide an opportunity to see how ICT is integrated into the curriculum meaningfully and used to support learning and teaching.

To provide first-hand experience of teaching collaboratively within an ICT-rich setting.

[www.tr.im/TVInfants](http://www.tr.im/TVInfants)

[pjordan@thamesview-i.bardaglea.org.uk](mailto:pjordan@thamesview-i.bardaglea.org.uk)



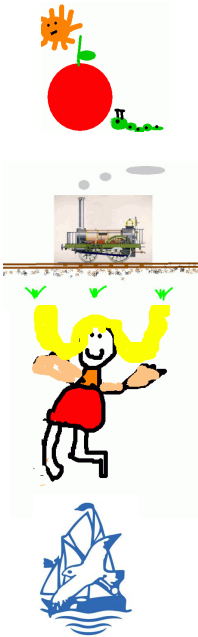
David Morris & Paul Jordan, Jan 06

## House Keeping & Ground Rules

1. Mobile phones switched off.
2. Take our school in "good faith" - it's a working school.
3. Confidentiality.
4. Professionalism.
5. Have an open-mind and consider the "bigger picture".
6. This is a no smoking site / no leaving site
7. Manage your own comfort breaks.
8. Safe-guarding
9. Fire Alarm, Evacuation Route and Assembly Point.
10. Please log off your PCs at the end of the session and return every thing back.

David Morris & Paul Jordan, Jan 06





Timetable for Visit	
Arrive and welcome	8.45
Getting to know each other	8.55 - 9.20
Tour of the school	9.20 - 9.40
Focussed activities in Classrooms	9.40 - 10.50
Unpicking Learning & Teaching with ICT	10.50 - 11.20
Task Briefing	11.15 - 11.30
Collaborative Working: Planning time (research/observe)	11.30 - 12.00
Collaborative Working: Planning time (lesson plans/resources)	12.00 - 1.15
Talk to teachers (assembly time)	1.15 - 1.30
Collaborative Teaching	1.30 - 2.30
Evaluation - What Went Wells & Even Better Ifs	2.30 - 3.15

Talk Activity...

A & B

B always moves.

3 minutes to listen.

Support your partner by body language and non-verbal cues.

Don't worry about 1<sup>st</sup> wave of quietness - it will pass.

Start with, *"Hello, my name is.... I am going to talk about ..."*

David Morris & Paul Jordan, Jan 06

Talk Activity...

Last night...

David Morris & Paul Jordan, Jan 06

Talk Activity...

Why I want to be a teacher...

David Morris & Paul Jordan, Jan 06

Talk Activity...

As a learner, I learn best, when...

David Morris & Paul Jordan, Jan 06

Talk Activity...

ICT in schools...

David Morris & Paul Jordan, Jan 08

## Setting the Context

Thames View Infants is situated within the most deprived ward of the 10th most deprived LA (Barking and Dagenham) within England. The average local income is £10k pa. The school has a rapidly increasing roll (currently 408) including a 38 place fte Nursery. Deprivation indicators rank the school significantly above National Averages - 36 languages, 70% ethnicity, 50% SENs, 2.5% statements and high numbers of Free School Meals. In 2007, overall attendance was only 91.3% and 'persistence absenteeism' was 300% of the national average. Parents were generally disengaged. 45% of whole school staff were newly appointed and the school was without an established Leadership Team. On entry to Nursery, 90% of 3 year olds work 'developmentally' at 18 months. Despite a very-low base-line entry, standards and attainment have increased significantly since the appointment of the current headteacher (Sept 2007). This 'Outstanding' (Ofsted, 2009) 'Professional Learning Centre' has excelled in providing a curriculum in which ICT is fully embedded throughout every lesson and all areas of school life. Whole class interactive teaching and consolidation technologies are used within 95% of lessons, providing children with digitally enriched learning and personalised learning choices. Wrap-round ICT coverage is provided by a 1:2 PC:Pupil ratio, giving children a fully ICT-embedded curriculum. The school excels in extending learning beyond the school gates. ICT continues to play a fundamental role, embedded at the centre of the school's core, helping to sustain standards that are now generally significantly above local and national standards.

David Morris & Paul Jordan, Jan 08

## Setting the Context

Ofsted Say:

Thames View Infants' is an outstanding school. It has made remarkable improvement since its last inspection, when it was judged to be satisfactory. Pupils now make excellent progress in their learning to reach, from a low base, standards that are above average by the end of Year 2. Standards in information and communication technology (ICT) are particularly high, being well above average. Pupils use computers with confidence and skill, and ICT makes a major contribution to their learning across the curriculum. This work has been awarded the ICT Mark, and the school has been entered for this year's ICT Excellence Award. Teachers have excellent relationships with their pupils, and a very clear understanding of their individual needs. They have established clear routines and very high expectations of behaviour and learning. Teachers have very good subject knowledge, and encourage pupils to use the correct vocabulary when describing their work and how they have achieved their learning goals. Lesson planning is comprehensive and includes very careful matching of work to pupils' ability. The close teamwork of teachers and support staff is of great benefit to all. Teachers work closely together, and share good practice to ensure that all pupils receive an equally high standard of education. Lessons are vibrant and pupils learn very well from their teachers and from each other as they are encouraged to work together, supporting and encouraging one another. The school has been instrumental in engaging not only pupils but also parents in the use of ICT to support learning, and has been able to introduce ICT into many homes where previously it was absent. Parents and pupils have benefited greatly from this initiative. The use of ICT as a means of communications as natural to pupils as speaking and listening. The ICT-rich environment accelerates pupils' independence. Pupils also benefit greatly from the wide variety of visits and visitors, and of extra-curricular activities; pupils are thrilled to talk about these. The strong sense of community extends beyond the school gates to embrace the wider community. Parents feel welcome in the school because they are viewed as important partners in the education of their children.

David Morris & Paul Jordan, Jan 08

## Setting the Context

Government Say:

**Case study: Thames View Infants**

At Thames View Infants School in Barking, East London, head teacher Paul Jordan believes: "Having a positive relationship with parents is vital to a child's success. To us engaging parents is not a bolt on; it's the belt and braces of our approach." The impact has been significant. The school has been instrumental in engaging pupils and parents

in using ICT to support learning. Every child in Year 2 has been bought a computer and these are sold to parents at the end of the year, with the money being reinvested into new stock. The school also provides training and ICT support for parents. The school's parent support adviser accompanies nursery and reception staff on home visits; runs activities to get parents into school and offers coaching and one-to-one advice if needed. Parents' views and opinions are continually sought and help to inform the annual school improvement planning process. This collaboration has been reflected in its recent 'outstanding' Ofsted rating.

[http://publications.dcsf.gov.uk/eOrderingDownload/21st\\_Century\\_Schools.pdf](http://publications.dcsf.gov.uk/eOrderingDownload/21st_Century_Schools.pdf)

David Morris & Paul Jordan, Jan 08

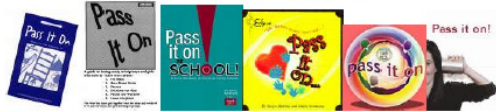
# Setting the Context

*What does this mean?*

- £150 invested over 3 yrs.
- Computer child ratio of 1:2 (UK average 1:8)
- "Whole Class Interactive Teaching Technologies" and "Child-Consolidation Technologies" are used within 95% of lessons.
- ICT at the core of the school community:
  - 'Lend to Buy' PCs containing specialist digital content, for all Yr 2 Children
  - Computer clubs and family-ICT drop in sessions,
  - 11-language multi-lingual website, containing over 200 school-produced digital recourses for stake-holders,
  - Children remotely accessing their ICT-school work from home,
  - 75% of parents receive e- newsletters electronically.

David Morris & Paul Jordan, Jan 08

## 24-hour 'wrap around' ICT support for families:



Please help spread the word about our e-Services!  
Help **Pass It On!**

In the playground, at home and at work, there are lots of people who could still benefit from receiving all School Newsletters by e-mail. **Subscribe by sending an e-mail to [newsletter.tvi@bdc.org.uk](mailto:newsletter.tvi@bdc.org.uk) and you'll never miss another newsletter letter again!**

If you, or your child, has a question about homework or need advice on reading at home, you can send an e-mail to **[HomeworkHelp.tvi@bdc.org.uk](mailto:HomeworkHelp.tvi@bdc.org.uk)**. Our teachers will try to reply with an answer to your question or arrange an appointment to meet with you at a more convenient time. **It's our 'around the clock' email solution to homework and questions about learning.**

**'Real-time information' about School**  
Thames View Infants are also on Twitter! **Subscribe to us at [www.twitter.com/TVInfants](https://twitter.com/TVInfants) and get daily live updates about what we're 'tweeting' about at school!**



**MR. CLEVER**  
The Super Computer



We will also help you fix your PC.  
Call our 24 hour helpline - **07983 521 521**  
anytime! Or pop in and talk to Alastair!



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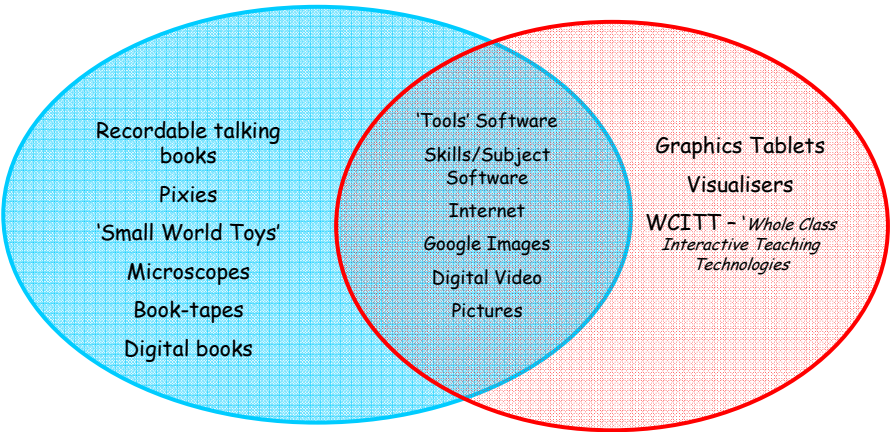
# Setting the Context

*What does this mean?*

- Attainment and Attendance above National and Local Averages
- Electronic Curriculum / Teachers plan remotely
- Near-paperless Office
- Computer child ratio of 1:2 (UK average 1:8)
- Teaching staff contribute to national ICT conferences.
- Local Consultation and Facilitation events
- University of East London sends PGCE students to see exemplar practice
- Outstanding Inspection (March 2009) and cited in recent white paper

David Morris & Paul Jordan, Jan 08

Technologies to **teach** with.  
Technologies for children to **consolidate** with.



David Morris & Paul Jordan, Jan 08


Teaching with ICT

Teaching with ICT

Teacher/Pupil Modeling & Demonstrating

Teacher's Skilled use of:

- Visualiser
- Graphics Tablet
- PC



David Morris & Paul Jordan, Jan 06


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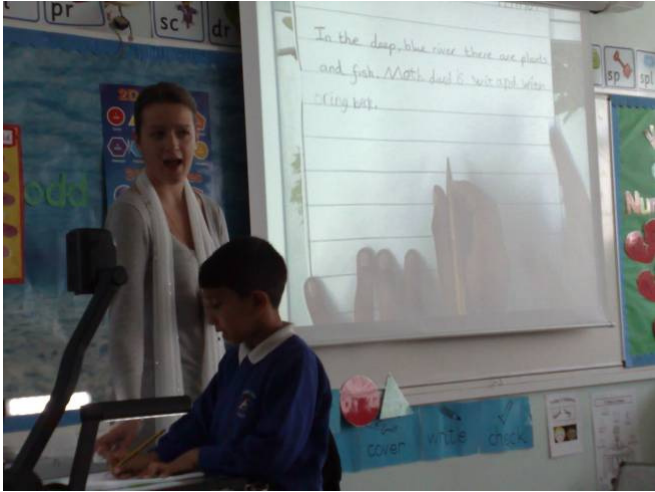
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The image shows a classroom with a teacher standing at a desk on the left. A large screen on the right displays a word grid with the words 'week', 'book', 'boat', and 'pale' arranged in a grid. The screen also shows a list of numbers at the bottom. A green board in the background has the words 'Reflection' and 'Dull' written on it.

David Morris & Paul Jordan, Jan 06

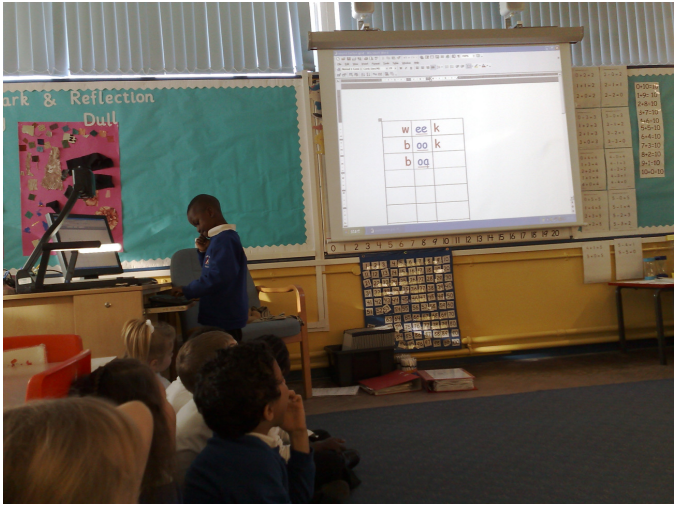
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Being mindful of when NOT to use the technologies to teach with too!

David Morris & Paul Jordan, Jan 06

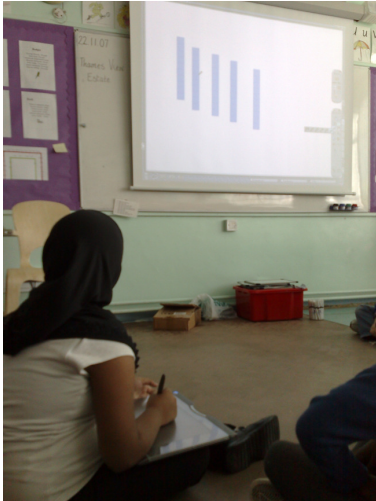
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In the Background - to 'Enrich' & Inspire... with pictures, video or sound!




Children Consolidating with ICT

Consolidating with ICT

Children engaging with:

- Laptops
- PCs in Classes
- Digital Cameras
- Electronic Games & Toys



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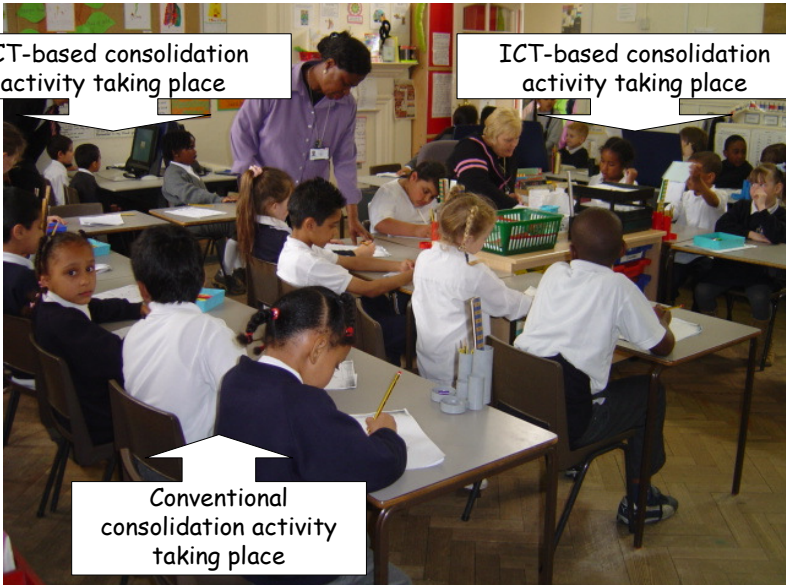
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Children Consolidating with ICT

ICT-based consolidation activity taking place

ICT-based consolidation activity taking place

Conventional consolidation activity taking place



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Children Consolidating with ICT

Consolidating  
with ICT

Children engaging  
with:  
-Laptops  
-PCs in Classes  
-Digital Cameras  
-Electronic Games &  
Toys



An Over-View - 20 mins

Can I see these technologies in each Year Group?

How else are technologies being used in the running of the school?

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Feed-back Time

1.

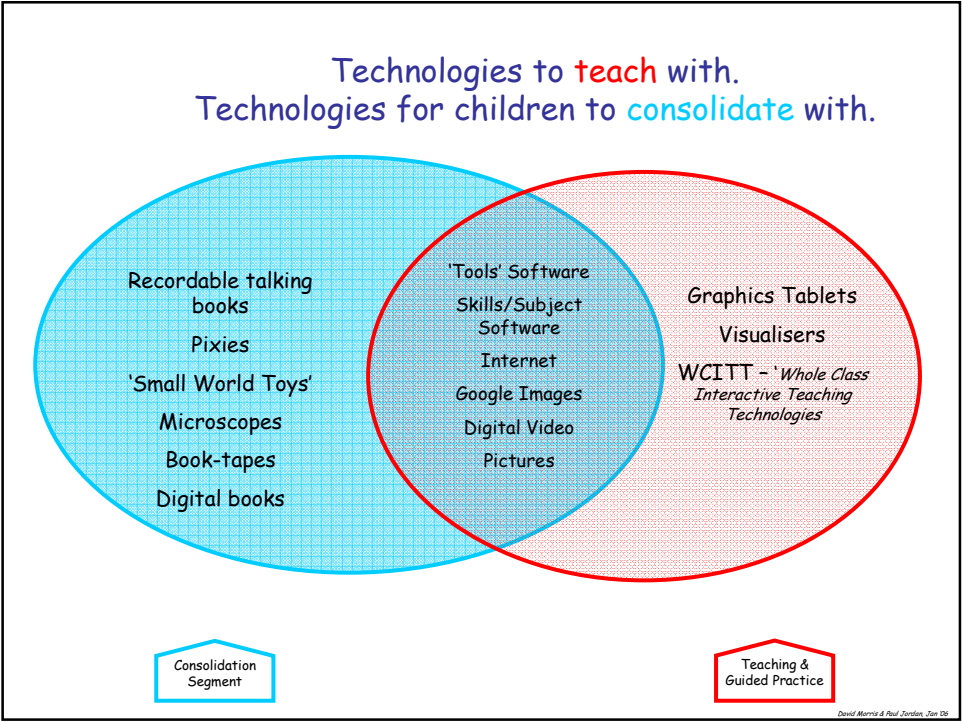
2.

3.

4.

5.

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### Embedding ICT in every part of the lesson

Opportunities to incorporate ICT throughout lessons:

1. **Teaching & Guided Practice Segment:**
  - As a Teaching Aid - a resource to support direct teaching.
2. **Child Consolidation Segment:**
  - Directly completing an ICT-based Activity - if it directly consolidates the learning intention for that lesson.
  - Providing an activity which consolidates that lesson's learning intention, whilst at the same time, Combining ICT-skills linked to that week's ICT lesson.

David Morris & Paul Jordan, Jan 08

### Adapt lesson plans to incorporate ICT during Teaching Segment when planning.

I will use the contents and index page to find the page that answers my questions.

**Week 1**  
Structural Guiders

**Session 3:**  
**Learning Objectives**  
Focus will be:

- Demonstrate purposeful and active reading of information books by starting with questions.
- Demonstrate function of contents and indexes.
- Compare and write correctly demarcated question sentences.

**Key Vocabulary**

Question	What	Where
Contents	When	Which
Index	How	Why

**Before the Session**

- What on flipchart:

Questions About Guinea Pigs

What do guinea pigs eat?	what when how why where which
--------------------------	--

**Introduction/Revision Segment**

- Display list of structural guiders from previous session. Recap previous learning by targeting specific pupils to explain the function of a given structural guider from list. Quickly scribe in a sentence agreed definition for each one.
- Outline objectives by explaining to the children that the session is to help them understand how the contents and index can be used effectively. This will mean making up questions.
- Draw attention to big book 'Guinea Pigs'. Target children to tell you what they think this book is about. Then what subjects could they find out about from the book (e.g. where guinea pigs live) and what subjects they could not find out about (e.g. dogs!).

**Teaching Segment (25 minutes)**

- Explain to pupils that they are going to learn about why we need the structural guiders, particularly how they help us quickly and efficiently to find the information we want.
- Explain that when we read books like 'Guinea Pigs' we usually have questions in our head we want to answer.
- Display the question on the flipchart 'What do guinea pigs eat?'
- Discuss how if you have a pet guinea pig this is very important information to know.

**Resources**

- Big book 'Guinea Pigs'.
- Bookstand.
- Pointer.
- Pipework and marker pens.
- Exercise books and paper.

Insert links to websites or documents on the Shared Area

Teacher creates chart in presence of children - asks for help - "how do I complete this?"

Selected children complete WORD chart with supplied information.

Chart pre-saved in WORD on Shared Area. Selected child demonstrates opening this.

Choose different children to highlight a question word with Graphics Tablet and then construct an exemplar sentence.

create a chart

use chart

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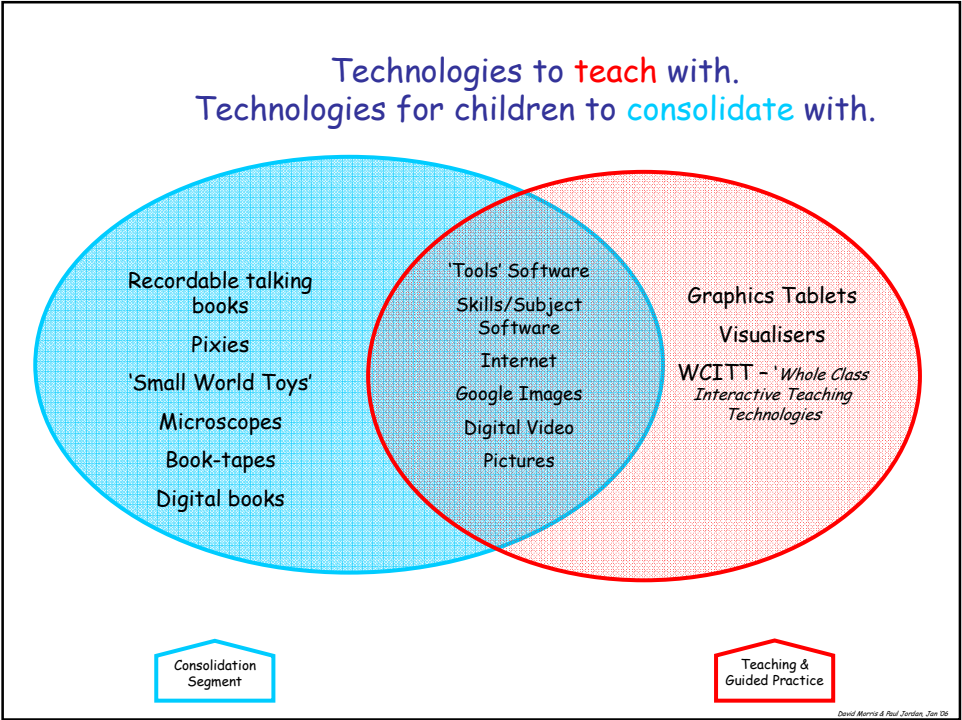
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## Embedding ICT in every part of the lesson

Opportunities to incorporate ICT throughout lessons:

1. Teaching & Guided Practice Segment:
  - As a Teaching Aid - a resource to support direct teaching.
2. Child Consolidation Segment:
  - Directly completing an ICT-based Activity - if it directly consolidates the learning intention for that lesson.
  - Providing an activity which consolidates that lesson's learning intention, whilst at the same time, Combining ICT-skills linked to that week's ICT lesson.

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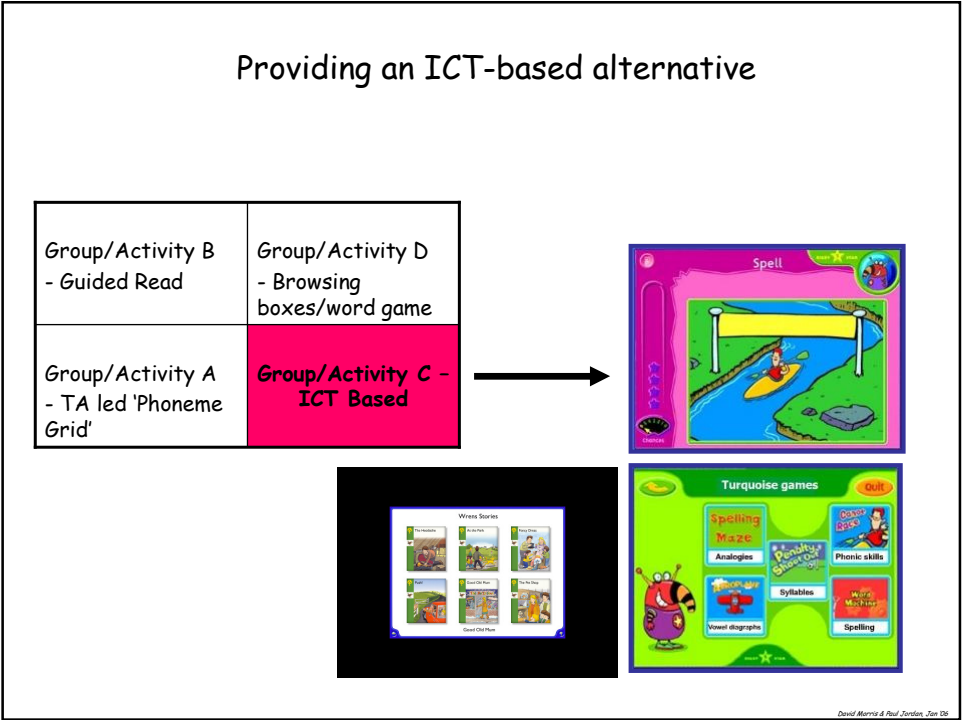
## Consider adapting consolidation activities to include ICT

Gp A & B (buddied together):  
**PC-based Super Sentence Modification (PC-version of Tuesday's Activity).**

Gp C: Guided read with CT.  
Gp D: Poetry Reading with TA

**Gp A: Consolidation with Clicker 5**  
Gp B: Modify dull sentences according to criteria focus.  
Gp C: Guided read with CT.  
Gp D: Phonic revision/spelling catch up" (with TA Support).

David Morris & Paul Jordan, Jan 06



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*David Morris & Paul Jordan, Jan 06*

### An opportunity for ICT-skill Consolidation


In this example, skills taught within ICT lessons are being integrated within a History lesson.

Group Activity C (supported write)	Group Activity D (guided write)
Group Activity B (independent write)	<b>Group/Activity A - ICT Based</b>

History:  
*I can describe an old toy.*

ICT:  
*I will insert pictures into word documents.*

An old toy by Cameron



This is an old doll.  
She is wearing a blue dress and black shoes.

### An opportunity for ICT-skill Consolidation

In this example, skills taught within ICT lessons are being integrated within a History lesson.

Group Activity A (sorting healthy/unhealthy foods)	Group Activity B (guided write - menus)
Group Activity C (independent write - menus)	<b>Group/Activity D - ICT Based</b>


Science:  
*I can name healthy foods.*

ICT:  
*I can attach a document to an e-mail.*

To: bananas

From: apple

Subject: Healthy Foods



I am having a healthy eating party this week and I want you to bring some healthy foods with you.  
Which of these will you bring? Pizzas, coke.

(C) P Jordan : [www.tr.im/TVInfants](http://www.tr.im/TVInfants)

24

Geography - 40 mins	<b>Learning Intention:</b>			
	I will know how weather affects people and places.			
	<b>Introduction:</b>			<b>Assessment:</b>
	Reiterate the topic is Sea-sides. Show learning intention and ensure understanding with class			
	Recap the visit to Westcliff.			
	<b>Teaching &amp; Guided Practice Segment:</b>			
	<ol style="list-style-type: none"> <li>1. Discuss what the weathers been like lately and how it made us feel?</li> <li>2. What types of clothes did we wear when it was hot?</li> <li>3. Discuss ways of keeping cool</li> <li>4. Show picture of place brainstorm the type of place: weather, clothing, and talk about what the weather has affected the activity.</li> <li>5. Annotate key features on pictures with Activ-studio.</li> <li>6. Children to demonstrate and model.</li> <li>7. Use visualiser to model consolidation activity - other children to model completion.</li> </ol>			
	<b>Child Consolidation Segment:</b>			
	All chn provided with a weather scene picture. Chn to divide page in half, draw picture of someone wearing the correct clothes for the place and picture with person wearing wrong clothes for the place.			
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Write sentence, explaining how the weather has affected the activity drawn.	PC-based: deleting errors in WORD doc.	Working independently	As above - supported by SSA	
<b>Plenary:</b>				
Review work.				

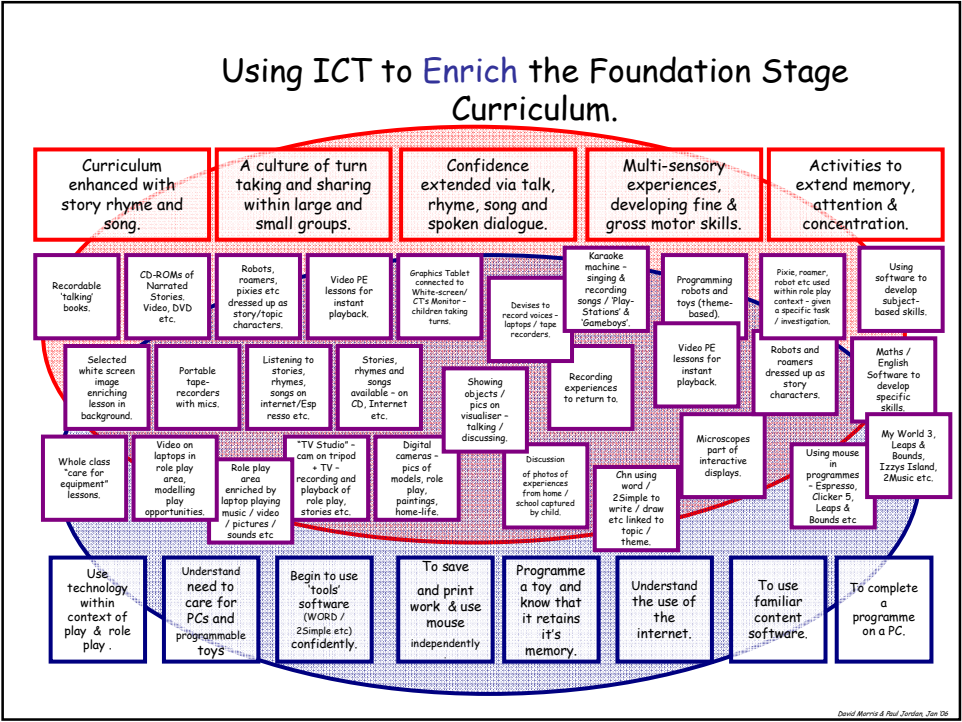
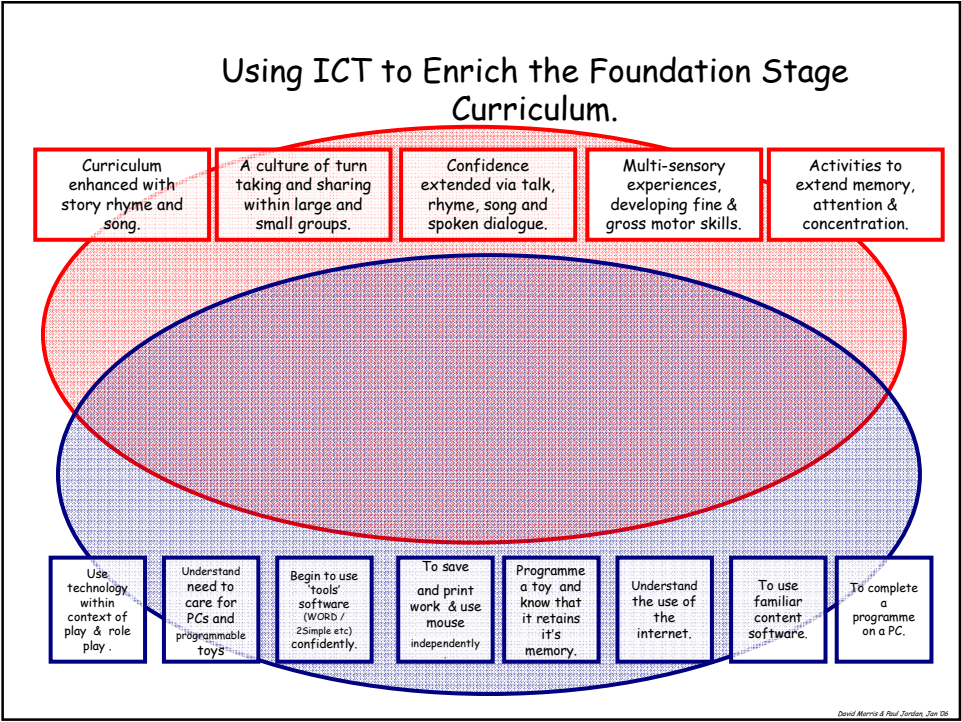
## ICT within the Foundation Stage

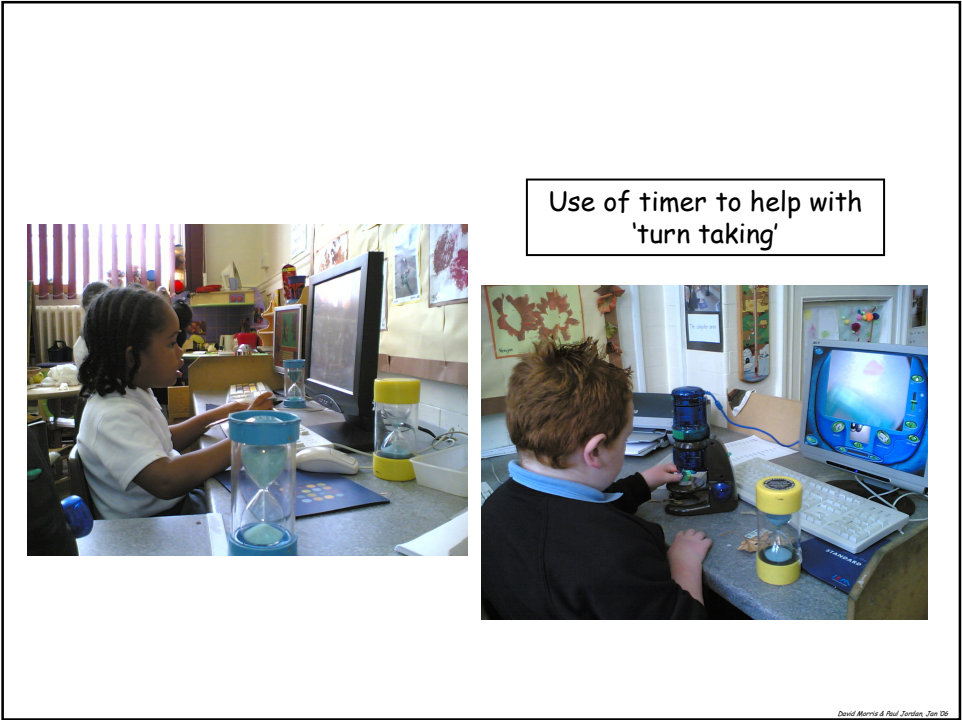
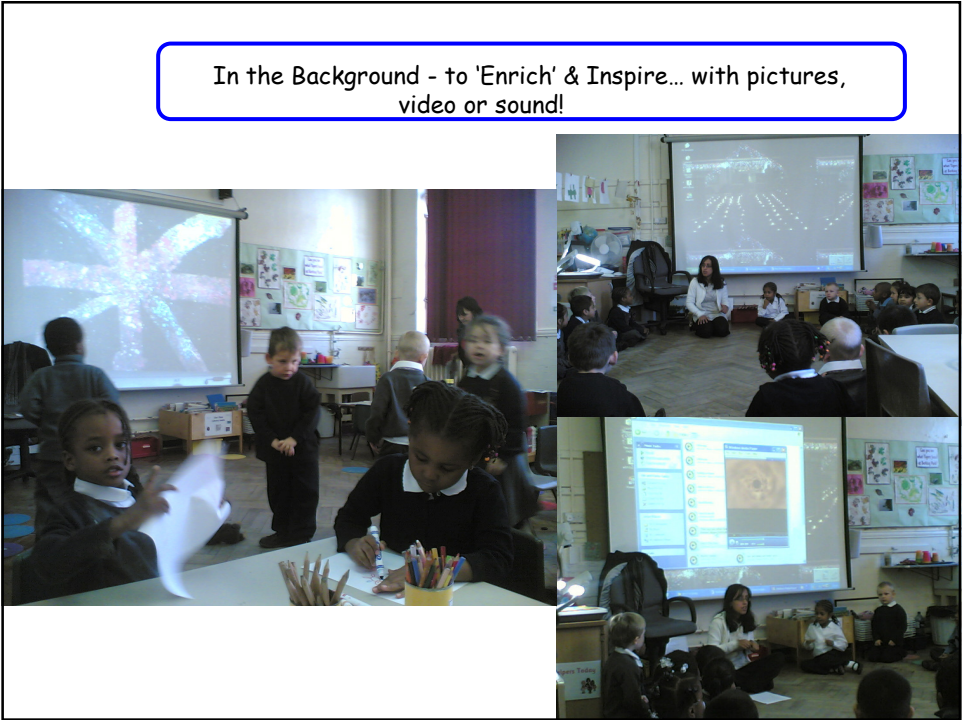
Employing the use of

- a. Traditional ICT 'hardware'
- b. Electronic 'toys'

to:


1. Enrich lessons through multi-sensory experiences.
2. Enhance curriculum with stories, rhyme and song.
3. Extend confidence via talk, rhyme, song and spoken dialogue.
4. Develop fine & gross motor skills.
5. Increase memory and attention & concentration spans.
6. Facilitate a culture of turn-taking.



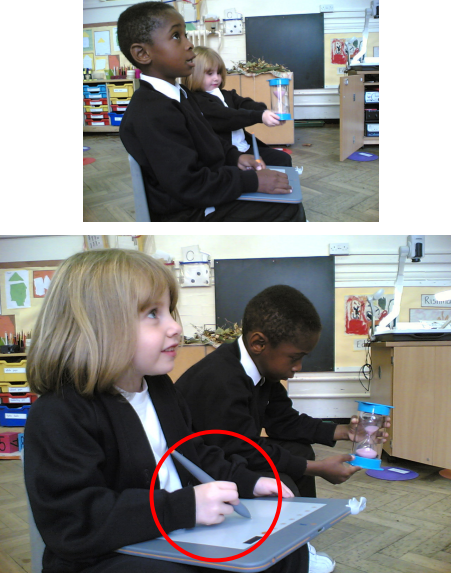


Generating oracy via the Graphics Tablet in the FS


White screen used for lesson 'enrichment' and/or Graphics Tablet use



'Turn-taking' supported by sand-timers.



David Morris & Paul Jordan, Jan 06



David Morris & Paul Jordan, Jan 06

(C) P Jordan : [www.tr.im/TVInfants](http://www.tr.im/TVInfants)

28



Generating oracy with  
Pixies in the FS



Pixie employed in a 'thematic' manner - linked to stories or topics.



David Morris & Paul Jordan, Jan 06

## Focussed Observations - 60 mins

*How are technologies used?*

*Why are technologies used?*

But be prepared to show your work to others!

David Morris & Paul Jordan, Jan 06

## Hall-based PC Activity

1. Explore the school's website - over-view of it's structure and the resources available within it. ([www.tr.im/TVInfants](http://www.tr.im/TVInfants))
2. Explore the range of teaching and consolidation programmes available: ([start>all programmes](#)).
3. Explore the range of school resources available on the schools server:  
([start>my computer>shared documents](#))
4. Explore Twitter and the School Blog ([www.tr.im/TVInfants](http://www.tr.im/TVInfants))
5. A Summary of the Small-World ICT Toys

**Be prepared to present these to the rest of the group.**

*What is here? Why are they used? How are they used? What's the benefit?*


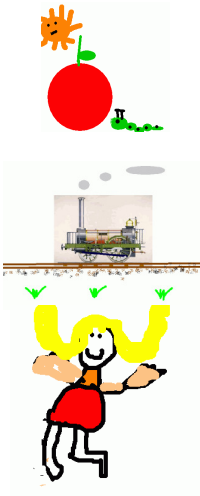
David Morris & Paul Jordan, Jan 06

Why create an ICT Rich School?

- (Potentially) More effective teaching.
- Directly impacts on raising standards.
- Tool for better teacher/pupil dialogue - modelling, demonstrating & explaining key concepts to each other.
- (Potentially) Improved interaction/pace.
- Good opportunity for formative assessment.
- Increased pupil self-esteem and attention.
- It empowers children and provides children with personalised learning opportunities.
- Greater clarity (EAL children).
- Greater participation - the "wow factor".
- Improved social skills, independence and ability to work collaboratively.
- Increased Motivation & Behaviour.
- Children listen to each other! - improved oracy.
- Long-term decline in teacher's workloads.
- Access the server from home.

- ICT skills are raised.
- Giving children real skills for adult life.
- The only manageable way to give children the opportunity to consolidate ICT skills taught during ICT lessons within a context.
- Stops ICT being an isolated, abstract stand-alone subject.



Evaluation	
What Went Well...	Even Better Ifs...