

Widnes City Learning Centre and Runcorn City Learning Centre

Halton LA

Annual Performance Agreement

April 2009 – March 2010

CLC Manager: Ray Weaver (Widnes) Nick Amyes (Runcorn)

Signature:

Date: 26th February 2009

Signature:

LA representative:

Signature:

Date: 26th February 2009

Chair Management Board (Widnes): G Van Cauwelaert

Date: 26th February 2009

Signature:

Chair Management Board (Runcorn): D Stanley

Date: 26th February 2009

Signature:

Context & Background

Local Statement:

Halton is a small unitary authority covering the Widnes and Runcorn areas. There are a total of 8 secondary schools (4 in Runcorn, 4 in Widnes) 4 special schools and 57 primaries. Widnes CLC is on the site of Saints Peter and Paul Catholic College while Runcorn CLC is sited at the Grange Comprehensive. Runcorn CLC has 4 staff: a director responsible for overall management of the CLC, an e-learning teacher responsible for curriculum delivery, a multimedia adviser responsible for technical delivery of projects and a technician responsible for resource management. Technical and admin support is provided via SLAs with the host school and suppliers. Widnes CLC has 6 staff: a Manager/Director of Learning with overall responsibility for curriculum projects, a Business Officer, a receptionist and a 3-person curriculum team who between them not only cover technical areas such as web-design, studio-engineering and network management and film production but also develop and deliver curriculum projects. This means that our targets for this year have needed to be realistic whilst remaining challenging. The submission of a joint APA allows us to combine our complementary staffing to ensure a breadth of delivery across our APA objectives.

Both CLCs have close working relationships but separate management boards, although both boards share the same representative from the 14-19 Group. This year's submission is a joint one as we believe this allows an enhanced offer to our partners and will enable us to build on the work already done in sharing staff expertise and facilities and to extend provision for all partner groups. The future learning spaces built on both sites under the previous APA are, now, well established- a TV and Broadcast Centre at Runcorn, a recording, editing and radio studio at Widnes- and a key element of our joint APA is an attempt to build on our collaborative working and integrate their use in extended curriculum-led projects. A key part of our plan is to extend this provision at Widnes by remodelling an adjoining room as a new learning space suited to deliver some elements of the Diplomas but in a way that will allow us to also deliver the elements of our APA. This has meant that in some parts of the APA targets and indicators may lack precision as they will depend on the exact nature of the final building plans and how resources are balanced against objectives.

Strategically, this APA builds on last year's by moving towards the embedding of ICT and CLC projects in the primary and secondary curriculum. Having used last year's APA to build innovative, high spec facilities and introduce these to staff and students, this year's APA identifies key projects that explore the development of new curriculum approaches that use and extend these facilities in ways that are closely aligned with learning objectives and involve partners in long term planning-transition projects, Diploma work, responses to the IRPC and a commitment to reflective, extended CPD provision. We are of the strong belief that this APA represents a commitment to curriculum and objective led projects that rely on partnership working between CLCs, teachers and LA groups with a clear purpose and an impact beyond the short-term, and that our work with, in particular, future learning spaces and technologies has clear relevance to local and national priorities and initiatives.

Becta's National Priorities April 2009 – March 2010

- N3 - Promote the use of technology within the Foundation and Primary curriculum, in particular as outlined in the Independent Review of the Primary Curriculum
- N5 - Support teachers and others to make effective use of technology within curriculum delivery, information, advice and guidance for 14-19 reforms, including Diplomas
- N7 - Support the continuity of learning at transition, particularly KS2 to KS3, through effective use of technology
- N12 - Support local authorities visioning, planning and management of change for Building Schools for the Future and Primary Capital Programmes
- N13 - Support local authorities to make effective use of technology across children's services and 14-19 Partnerships
- N14 - Research, develop and trial emerging educational technologies
- N15 - Train/support teachers in the implementation of emerging educational technologies

Halton LA Local Education Priorities April 2009 – March 2010

*blank entries indicate that the CLCs are working collaboratively with LA to meet these objectives through APA delivery

L1	Preparing and implementing ICT strategic development plans.	SRF is handled by LA. Our contribution is contained in references to CPD and contribution to BSF
L2	Implementing ICT in response to DCSF priorities and the National Strategies	Monitoring and evaluation carried out by LA advisers as part of SLAs with schools
L3	Developing personalised learning, identifying and enhancing appropriate pedagogic practice whilst integrating new learning technologies within current classroom teaching.	
L4	Embedding ICT into subject teaching to enrich the curriculum, and enhance motivation and engagement of pupils.	
L5	The choice, use and development of e-learning to enhance learning and teaching.	
L6	Utilising e-assessment and e-portfolios as part of formative and summative assessment strategies.	Delivered via LA as discrete projects
L7	Promote personalised learning, both online and in classrooms through ICT and the use of enhanced Learning Platforms	The LA has a dedicated VLE team working on a common platform for all schools and supporting training. Our role is in the creation of resources.
L8	Identifying, disseminating and accessing good practice in an electronic form.	This features heavily in a number of our APA objectives
L9	Identifying opportunities to provide online personal support for children and learners.	Mainly an LA initiative
L10	Implementing E-safety policy.	Viewed as a separate LA project with a dedicated working group of which the CLCs are members.
L11	Facilitate collaboration with key partners and stakeholders to optimise access and use of existing ICT facilities for all learners	
L12	Guide schools in using online facilities to strengthen local community engagement in learning	LA responsibility
L13	Identify opportunities for collaborative working to enhance inclusion.	
L14	Contribute to ICT related learning and training solutions working in collaboration with key stakeholders, partners and other LAs.	
L15	Work with City Learning Centres, Technology and Specialist Colleges to promote the innovative use of technologies	
L16	Provide training for governors to extend their understanding of ICT strategic developments	
L17	Provide continuous professional development for the School Improvement Service in relation to ICT	LA responsibility
L18	Advise other divisions on increasing access to e-learning	

Delivery Arrangements and Joint Working

The joint APA will be delivered equally between the two CLCs in Halton, to ensure that we have the flexibility to work with the appropriate school for each objective. Through careful management processes we will ensure that activities are balanced across both CLCs depending upon the identified demand from schools. This will be monitored by both Management Boards, who each have the same LA representative, an arrangement we would utilise as a safeguard. We look forward to delivering on an APA we believe to be exciting, curriculum-centred and constructive.

Objective 1	To support the planning and delivery of extended, theme-based projects in Halton Primary Schools in response to the curriculum review and enhance the use of appropriate ICT elements in their delivery with reference to KS3 ICT skills			
Programme of Work	National Priorities		Local Priorities	
Develop, with teachers, theme-based SOWs aligned with IRPC with identified use of ICT for delivery and training. Share SOWs with other schools as part of collaborative response to the review. Progression and planning must come from teachers and be aligned with school's curriculum objectives.	N3, N14, N15		L2, L3, L4, L5, L8, L11, L14, L15	
Performance Indicators & Targets	1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review	
Pi1: Key opportunities for ICT use identified and catered for.	Ta1: half-term SOWs delivered in 6 primary schools			
Pi2: SOWs delivered by partner primaries through a combination of teacher delivery, CLC staff delivery and CLC visits	Ta2: 6 SOWs available on Intranet, VLE and website. Network meetings held to disseminate findings			
Pi3: SOWs evaluated and published by partner schools and CLCs	Ta3: The 6 pilot schools involved in the programme will have access to appropriate technology, training and resources			
Pi4: Partner schools have increased awareness of ICT across the curriculum for specific outcomes and are better placed to plan for new curriculum	Ta 4: All staff will have attended training courses on ICT implications and new equipment. Evaluations undertaken and published			
Overall Rating				

Activity		Timescale
Identify, with LA consultant, 6 primaries to participate in pilot project.		April-May 2009
Meet key stakeholders to agree focus for units, identify curriculum opportunities and training needs and audit requirements. Agreement on balance of delivery by CLC and school staff.		May-June 2009
Submit and review SOWs and timetable extended delivery sessions		July 2009
Deliver projects across autumn and winter terms: mixture of school and CLC-based delivery		Sept 2009-Mar 2010
Review and Evaluate SOWs. Publish and disseminate via network meetings and VLE		Mar-April 2010
Resources	LA advisory service involvement in planning, review and dissemination, CLC staff, facilities and equipment.	Additional Information

Objective 2	To support and extend collegiate approach to 14-19 provision in Halton, provide delivery centre for key components of Diplomas, support the training of deliverers and learners and explore dissemination, assessment and output mechanisms.			
Programme of Work <ul style="list-style-type: none"> Support the Creative and Media Diploma Development Group in planning and supporting agreed units at Levels 1 and 2. Trial use of flexible working environment with Business, Administration and Finance Diploma group. (Widnes CLC only) Provide technological mechanisms for reflection and evaluation by teachers and learners 	National Priorities N5 N12 N13 N14 N15		Local Priorities L3, L11, L14.	
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Existing room remodelled as virtual work area and used to host BAF diploma. Nature and extent of remodel will depend on being fit for purpose of delivering other, non-diploma APA targets and cost implications.	Ta1: Deliverers and learners have been involved intrinsically with planning, commissioning and evaluating workspace. Findings published in conjunction with 14-19 group.			
Pi2: Diploma groups have used the media and business rooms for delivery.	Ta2: Unit delivery outline in place with all resources required identified. Groups make use of facilities for delivery of the diploma 2 full days (C&M, Runcorn and Widnes) and 1 afternoon per week (BAF, Widnes). CLCs have delivered training for staff on technical use of equipment and related pedagogical issues.			
Pi3: Support delivery of taster days for Creative and Media Diploma with delivery institutions.	Ta3: Taster days have taken place for Year 9 learners who have expressed an interest in the Creative and Media Diploma supported by CLCs. Planning, delivery and evaluation is responsibility of 14-19 group.			

<p>Pi4: To support diploma learners to produce podcasts, which will provide an overview of activities experienced and units studied whilst on the diploma.</p>	<p>Ta4: Podcasts produced by Business, Administration and Finance; Construction and the Built Environment; Creative and Media; Information Technology, and Society, Health and Development. Published and disseminated via agreed platforms.</p>			
<p>Overall Rating</p>				
<p>Activity</p>			<p>Timescale</p>	
<p>All stakeholders are involved in the planning and commissioning of the remodelled room</p>			<p>Completed by April 30th 2009</p>	
<p>Meetings held to determine infrastructure requirements in terms of server space, logons, sharing of work across partner schools, and anticipated support levels from CLC technical and delivery staff. Demands should not impact on other areas of CLC delivery</p>			<p>Completed by May 30th 2009</p>	
<p>Taster days planned and scheduled by 14-19 Group. Level of CLC support established and agreed</p>			<p>Completed by April 30th 2009</p>	
<p>Unit planning and auditing to establish level of CLC technical support for Diploma sessions</p>			<p>Completed by May 30th 2009</p>	
<p>Building and infrastructure plans approved and sent to tender</p>			<p>Completed by May 30th 2009</p>	
<p>Building work undertaken. Joint responsibility of CLC and 14-19 group.</p>			<p>Completed by August 15th 2009</p>	
<p>Podcast sessions timetabled.</p>			<p>Completed by Sept 30th 2009</p>	
<p>Podcasts recorded, disseminated, evaluated</p>			<p>Completed by April 10th 2010</p>	
<p>Unit delivery takes place with CLC support as agreed in previous activities</p>			<p>Completed by April 10th 2010. Ongoing into next APA</p>	
<p>Room and delivery evaluated, findings shared</p>			<p>Completed by April 10th 2010</p>	
<p>Resources</p>	<p>Server space, infrastructure and hardware, staffing, training needs, technical support. The level of technical support will be dependent on ability to deliver other APA targets: minimum and maximum levels to be decided under activities 2, 3 and 4.</p>		<p>Additional Information</p>	

Objective 3	To promote continuity of learning across KS2 and KS3 by enabling the planned sharing of resources, skills and information across the borough. To support and contribute to the development of a transitional project based around PLTS (Personal, Learning and Thinking Skills) using new technologies to record, evaluate and structure lessons and learning resources			Widnes CLC Runcorn CLC
Programme of Work <ul style="list-style-type: none"> Facilitate the sharing of lessons and resources by filming and packaging KS3 sessions for distribution via VLE or other appropriate mechanisms Allow the sharing of managed teaching resources via learning object authoring software Train all involved staff in production and dissemination of resources across VLE Deliver bespoke sessions for learner groups related to Language learning and ICT Trial the creation of a dedicated CPD classroom using new technologies to record, edit and review lessons and training sessions with fixed cameras and software such as Star Lesson 		National Priorities N7 N14 N15		Local Priorities L2 L3 L5 L8 L14 L15
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Involved Secondary and PLTS teachers are able to create learning objects	Ta1: 3 secondary schools have participated in training and production programme			
Pi2: Primary schools have accessed and used training and teaching resources	Ta2: all resources are available via VLE and have been used as part of a planned delivery in a minimum of 6 primaries			
Pi3: All participants have enhanced their use of ICT within their curriculum area and PLTS development	Ta3: a minimum of 3 secondaries and 6 primaries have attended related CLC- based activities			
Pi4: The effectiveness of the resources and activities has been assessed	Ta4: Stakeholders will have participated in a planned evaluation activity at key stages of the programme			
Pi5: Time efficient recording procedures established	Ta5: Teachers involved in pilots have recorded and edited their own sessions as part of CPD			
Overall Rating				

Activity		Timescale
Identify participating schools and staff, agree on resource focus and plan initial training programme		April-May 2009
Identify a common CPD room and explore hardware/software options for monitoring and recording sessions. Replicate resources in new CLC learning space and make both available for all LA schools.		April-May 2009
Finalise 6 week module, with clear learning and transition outcomes for primary pupils		May 2009
Review SOW for cross-curricular PLTS scheme. Identify CLC-based sessions. These will include use of Radio Station/Recording Studio at Widnes and TV studio at Runcorn .		May 2009
Run training sessions on producing VLE learning objects		May-Jun 2009
Finalise recording schedule for lesson sharing		Jun 2009
Extended Schools programme involvement in identifying 6 week module at school or CLC for primary pupils and parents. Recording to be carried out during some sessions.		April 2009
Publish resources for initial review– ensure access for all primary schools and provide training on engaging with VLE learning objects.		By November 2009
Identify and plan CLC sessions in response to initial evaluation		By December 2009
Record, produce and disseminate second wave of resources		By March 2010
Explore links to assessment and commission evaluation		Completed by April 2010
Resources	Recording equipment and software, dedicated room, staff training, project co-ordination	Additional Information

Objective 4	To support CYPAN groups in the provision of extended learning opportunities in line with local programmes and priorities.			Widnes CLC Runcorn CLC
Programme of Work	Run extended school learning sessions with pupils in Primary and Secondary phases at key points in the year.	National Priorities	Local Priorities	
		N13 N15	L12, L13 L14	
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: A range of targeted students from CYPAN areas will have attended 3-day courses	Ta1: Joint delivery programme will offer a minimum of 4 three-day programmes over the Easter and summer breaks with an ICT/AV focus. All activities to be evaluated and monitored.			
Pi2: Identified pupils will have attended extended after-school activities.	Ta2: Each CLC will have delivered a minimum of 2 six-session after-school activities that contribute to the overall CYPAN programme			
Pi3: Learners will have used a range of ICT and audio-visual technologies	Ta3: Learners will have used the TV and recording studios to produce a range of media outputs			
Overall Rating				
Activity				Timescale
Meet with Extended Schools Group to discuss Easter programme details				April 2009
Identify times, dates and focus for remaining sessions with reference to LA-wide provision				Completed by May 2009
Ensure publicity and scheduling is co-ordinated with and by Extended Schools Group				By June 2009
Ensure facilities and resources are in place for all scheduled activities				By Sept 2009
Deliver courses and co-ordinate evaluation in line with Extended Schools Group priorities				By April 2010
Resources	Audio Visual equipment and editing facilities.	Additional Information		

Objective 5	To support the Education Business Partnership in developing a Halton version of the Primary Enterprise Game to develop in Primary children enterprise capability and other aspects of learning.			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Bring business to life for primary children by engaging them with employers through the medium of The Enterprise Game. Work with groups from primary schools to film interviews with companies appearing on the Enterprise Game board. Work with teachers and students to develop resources to support the use of the Enterprise Game to enhance curriculum delivery. 		N3 N13 N15		L3 L4 L11 L15
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Students from 6 schools identify local companies and film and interview people about that company.	Ta1: Students learn about how those companies operate and put the completed film onto a web site.			
Pi2: Students from 6 schools play the game and produce instructions for their peers on how to play.	Ta2: Instructions using film and podcasts are produced and placed onto a web site.			
Pi3: Teachers work with the CLC to produce resources to use across the curriculum.	Ta3: Resources are produced for 3 subject areas and put onto the web site.			
Pi4: Students produce a web site based on The Enterprise Game.	Ta4: A web site is produce that features the company films, instructions and curriculum resources.			
Overall Rating				
Activity			Timescale	
Contact local companies and work with school/children to set up interviews and filming.			May 2009	
Produce a Primary Enterprise Game website to host interview and films.			June – July 2009	
Interviews take place with companies and are edited and put onto web site			By January 2010	
Students play the game and produce instructions to go onto web site.			By January 2010	
CLC works with teachers to produce Pedagogue based resources to go onto web site.			By March 2010	
Resources			Additional Information	

Objective 6	To support all Halton Secondary schools in enhancing their Work Related Learning programmes by increasing the engagement of students through the use of emerging technologies			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Work with the EBP and employers to produce short films that provide students with an overall view of the company including, for example what work experience will involve. Provide facilities and resources to allow students to reflect on their work experience through production of a short film or podcast. Provide collaborative opportunities for students to see and comment on the experience of their peers following work placement. 		N13 N15		L11 L14 L15
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Students from schools contact employers (through EBP) to arrange interviews/filming.	Ta1: Films are produced using the CLC broadcast facilities and put onto website.			
Pi2: Students on work experience keep an audiovisual diary and produce podcast after visit.	Ta2: Students record their experiences during placement and produce a film or podcast for the web site.			
Pi3: Sessions are arranged with students to comment on work experience of their peers.	Ta3: Students view podcasts and films of their peers and place comments on the web site.			
Overall Rating				
Activity			Timescale	
CLC and EBP identify companies who would like to work with students to produce a short film			May 2009	
Companies are approached and CLC works with groups of students to film company and put onto web site.			June 2009 to March 2010	
Students go on placement, record their experiences and produce film or podcast.			June 2009 to March 2010	
Sessions are set up to allow students to view placement videos, work experience reflections and comment			January 2009 to March 2010	
Evaluation of the year take place and case study placed on web site.			February 2010	
Resources	AV equipment to support filming and recording.	Additional Information		

Objective 7	To support all Halton Secondary schools in establishing and developing news teams with output available on CLC websites.			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Provide opportunities to access journalistic skills and experience when schools set up their news teams. Support schools in running BBC School Report making use of emerging digital recording technologies. Develop CLC websites to support hosting of schools' output. 		N15		L4 L11 L15
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Provide training to KS3 groups in 4 secondary schools on interviewing, editing and filming techniques.	Ta1: News teams are established in 4 schools and fully trained in these areas.			
Pi2: Provide resources and training to allow 4 secondary schools to prepare and undertake BBC School Report.	Ta2: Students produce new stories and interviews to go onto web site and broadcast by the BBC.			
Pi3: Develop CLC websites to support the new teams and BBC School Report.	Ta3: A news web site is available for students to publish and comment on films and broadcasts.			
Overall Rating				
Activity			Timescale	
New teams are identified and managed by schools			May 2009	
Training on journalistic skills facilitated by CLC.			June – July 2009	
BBC School report is run with practice days at CLC and final day in March 2010			September 2009 – March 2010	
Web Site is developed to host materials.			By July 2009	
Resources			Additional Information	

Objective 8	To extend the roll out of UMPCs to look at the development of pedagogical models in both Primary and Secondary phases.			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Work with identified schools and curriculum areas to roll out UMPC technology to groups of students. Support curriculum delivery in the classroom through the use of UMPCs. Evaluate the impact of UMPCs to inform BSF and Primary Strategy. 		N3 N12 N14 N15		L2 L3 L4 L14
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Groups of students from 2 Secondary and 2 Primary schools receive UMPCs in identified curriculum areas.	Ta1: 4 groups of students are identified and trained in using UMPCs in the curriculum.			
Pi2: Support and training is provided to set up pedagogically based projects to increase teacher confidence in using the technology to support teaching and learning in their subject	Ta2: Project evaluations demonstrate increased teacher confidence			
Pi3: The impact of using the UMPCs and the pedagogical approach taken is evaluated.	Ta3: Evaluations of the projects are undertaken in conjunction with the teacher and reports published on the web site.			
Overall Rating				
Activity			Timescale	
Identify schools and curriculum areas for projects			May 2009	
Roll out machines to students and provide training			September 2009	
Support project during its life cycle			September 2009 to July 2010	
Produce intermediate case studies and publish on web site			January 2010	
Resources	UMPCs for project and associated software		Additional Information	

Objective 9		Continue to evaluate the impact of handheld learning projects in both primary and secondary phases.			Runcorn CLC Widnes CLC	
Programme of Work		National Priorities		Local Priorities		
<ul style="list-style-type: none"> Work with identified groups of teachers and children to integrate mobile technologies into curriculum delivery. Evaluate the impact of mobile technologies on learning to inform the Primary Strategy and BSF. 		N3 N5 N14 N15		L3 L4 L13 L14		
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review		
Pi1: Groups of children at KS2 and KS4 use handheld technology to support their revision for SATs and GCSEs.	Ta1: Measure the impact of using handheld technology based revision on SATs and GCSE results.					
Pi2: Projects are run with schools using mobile technologies to enhance coursework.	Ta2: Teacher assessed coursework grades are shown to improve through the use of this technology.					
Overall Rating						

Activity		Timescale
Identify a Primary and a Secondary school to run revision pilot of handheld technology.		April 09
Agree with secondary teachers the role of the pilot and how it will be run.		April 09
Run Secondary pilot for GCSE		May – June 2009
Evaluate pilot and publish results on web site		July 2009
Agree with primary teacher the role of the pilot and how it will run.		September 2009
Run Primary pilots		October – December 2009
Evaluate pilot		February 2010
Identify schools to run coursework projects		June 09
Run secondary projects		September –December 09
Evaluate projects, generate case studies and put onto web site		February 2010
Resources	Hand held learning technology and associated software.	Additional Information

Objective 10	To run focussed training courses for a range of stakeholders on the use of innovative technology to support learning.			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Provide a range of training courses to teachers in Primary and Secondary phases on the use of innovative technology to support learning. Run training sessions for parents to actively involve them in their childrens' use of new technologies. Run awareness and training sessions for school governors to make them aware of how innovative technologies will impact the Primary Strategy and BSF. 		N3 N12 N15		L11 L16
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Put together a range of training courses for staff as part of the Apple RTC initiative.	Ta1: Run at least 20 courses for primary and secondary teachers.			
Pi2: A programme of training courses are arranged to introduce parents to the technology their children are using.	Ta2: Run a Saturday and evening sessions each half term to introduce parents to new technologies.			
Pi3: A programme of training course is arranged for Governors in Halton to show the impact of new technologies on learning.	Ta3: Run a Saturday and evening session each half term to introduce governors to new technologies.			
Overall Rating				

Activity		Timescale
Put together range of courses each term and publish on web site		April, September and December 2009
Run courses during each half term		
Evaluate impact of courses and publish on web site and RTC site		
Put together training courses for parents, publish on web site and advertise through schools		
Run courses during each half term.		
Evaluate impact of courses and interest for longer term courses.		
Put together governor courses to focus on impact of technology on BSF and Primary Strategy.		
Run Governor courses.		
Evaluate impact of courses.		
Resources	Additional Information	

Objective 11	To provide support and advice for schools in light of BSF and e-learning developments where requested.			Runcorn CLC Widnes CLC
Programme of Work		National Priorities		Local Priorities
<ul style="list-style-type: none"> Continued participation in BSF ICT Steering group. Support partner schools in implementation of e-learning strategies. 		N12 N15		L2 L5 L18
Performance Indicators & Targets		1st Quarterly Review	2nd Quarterly Review	3rd Quarterly Review
Pi1: Contribute to development of ICT work stream for BSF.	Ta1: Attend meetings and connected events.			
Pi2: Respond to requests from stakeholders for advice and support.	Ta2: Develop support programme with a minimum of 2 secondary schools.			
Pi3: Support newly appointed e-learning consultant in partner secondary.	Ta3: Develop support and training programme in response to ICT audit.			
Overall Rating				
Activity			Timescale	
1. Workstream meetings scheduled and attended.			On-going	
2. Meet with e-learning consultant and develop an approach to audit.			April 2009	
3. Respond to audit and training requests by developing a coherent support programme.			April 2009 to April 2010	
Resources		Additional Information		Although N1 and N2 are seen as LA responsibilities, this objective has been included to allow us to continue in an advisory role where requested by partners.