



Include ICT

# On the record

ICT as a management tool

# Background and introduction

## ICT and record keeping

**The Government's strategy for special educational needs (SEN), *Removing barriers to achievement*, describes not only its objectives but also the action needed to achieve these objectives. The section on raising expectations and achievement highlights the importance of recording children's progress. While this is important for all pupils, it is crucial for those with special educational or individual learning needs where, for example, additional targets may be set for behaviour or social interaction, or where the steps in learning need to be broken down into smaller, more manageable chunks.**

Record-keeping is sometimes seen as an administrative burden on teachers, particularly where pupils have additional needs or individual educational plans (IEPs). Increasingly, schools and individual teachers are finding that ICT can support record keeping to inform planning, teaching and learning. Where systems are placed and used appropriately they can save staff time, ensure consistency and be of particular value in ensuring all pupils' needs are identified and met.

Recording the information is just the first stage, of course. To be of any value, information needs to be analysed and actions taken. Ofsted's report *Special educational needs and disability: Towards inclusive schools* indicated that one feature of an effective inclusive school is how its data on the progress of all pupils is systematically analysed, and how each department can make judgements about how well it caters for the needs of pupils with SEN.

ICT-based systems can support teachers in assessing and recording pupils' abilities, attainment and progress. The information can be shared with teaching colleagues, parents and outside agencies in a concise and meaningful way. Where pupils have special needs, ICT-based systems are particularly valuable in ensuring consistency of the information gathered and given to others. Where records show that a pupil's progress is below the agreed targets, an action plan can be agreed through team reviews using accurate information.

Systems that track individual pupils' attainment and progress against expectations also allow teachers to identify trends, for example where groups of pupils in one year have not progressed as anticipated. It is then possible to focus on what staff need to do to address this trend, rather than focusing on pupil failure. These records of pupils' progress and trends in achievement support the senior leadership team in ensuring that groups of pupils are not left unconsidered, and that whole-school issues which arise are addressed in the school development plan.

## About this booklet

This booklet is one in a series of publications called 'Include ICT' that examine the ways in which schools and other organisations are developing inclusive learning and teaching practices. It explores ways in which ICT can be used in all schools to develop recording systems that are integral to planning, teaching and assessment.

The Chalfonts Community College in Buckinghamshire, Broadclyst Community Primary School in Devon and Driffield School in Yorkshire are very different institutions, but all have well developed systems of recording and reporting, identified as successful practice.

## How to use the materials

The booklet is accompanied by a CD-ROM containing video clips that illustrate the key issues. This CD may be viewed in conjunction with the booklet, if you wish, or the booklet alone may be used.

The material can be used by teachers in mainstream and special schools, special educational needs co-ordinators, LEAs and others who are leading discussion and training in this field.



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# Case studies

## The Chalfonts Community College

The Chalfonts Community College, in Buckinghamshire, is a large specialist technology college with 1,800 pupils, a significant number of whom have special educational needs; it is the county-resourced school for pupils with physical disabilities. In addition to providing adaptations necessary for physical access to the school for all pupils, the school uses ICT to ensure that teachers can easily access IEPs.

The Chalfonts College uses an information management system that is customised to meet its needs. The head of learning support asked teachers what information they needed on pupils' SEN, and set out to provide all the essential elements in as succinct a form as possible. The system allows the school to define categories of learners, which enables it to examine data on the progress of different groups. Year leaders periodically analyse data on the progress pupils have made and report back to the vice principal for student progression and support, who will identify groups of under-achieving students. The year leaders can then discuss with subject co-ordinators ways in which interventions may improve performance and standards, and make appropriate plans.

The IEP format used at the school was seen by Ofsted as providing a compact overview of all the essential information that a subject teacher would need on a pupil's abilities and specific needs. In addition to attainment data, reading and spelling age and SATs results, each IEP provides details of a pupil's behaviour, learning style and targets. This is complemented by group targets, along with an outline of consistent strategies by which to achieve the targets.

These are used by the learning support staff, subject teachers and the students themselves. At The Chalfonts College, the individual and group plans are short, immediately of use, and usually contained on one sheet. These are all made accessible via the school intranet, and teachers can access the required information from their classroom.



## Broadclyst Community Primary School

Broadclyst Primary is a large rural school, with over 350 pupils. Rather than having an IEP, each pupil with SEN has an individual learning plan (ILP), available electronically. The ILP is the outcome of detailed assessments carried out by teachers with expert input from the special educational needs co-ordinator.

ILPs are stored online, and staff are able to update details of pupils' attainment at any time. Hence teachers are able to record judgements as they observe the pupils, rather than having to rely on personal recall at a later date.



Teachers find that having their own laptop computer connected to the school network is invaluable for recording pupils' attainment. They also have access through their laptops to a managed learning environment where they can use assessment data and ILPs to inform what needs to be done to personalise resources for pupils, for example for homework.

## Driffield School

Driffield School is a comprehensive school in Yorkshire, with almost 2,000 students aged 11–18 on the roll. Numbers are increasing and the school is currently oversubscribed. A recent Ofsted report indicated that a strength of the school is the provision for SEN, which is exceptional in quality.

The school uses the intranet to make available to all staff details of pupils' SEN, their IEPs, and generic teaching and learning strategies for groups of learners with similar additional needs. Information about a student's individual needs is provided by their previous school. This information is entered into the system, in a common format, by administrative staff, under the guidance of the head of learning support. This enables teachers to readily identify new students. The information is regularly updated, and staff are able to use it to inform the planning and development of materials for lessons.



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# Key issues

If you are reading this booklet in conjunction with viewing the video clips on the CD, you may wish to watch the videos now, to see how they illustrate the points below.

## ○ **ICT enables effective sharing of information**

ICT-based systems enable teachers to plan lessons which include all pupils, using information on individual needs, assessments, targets, achievement and expected attainment. Teachers are also able to generate meaningful reports to share with parents or carers, with senior managers, with other educational specialists and, most importantly, with the pupils themselves.

It is particularly important to share information on pupils' individual needs at secondary school, where pupils have a number of different teachers. At The Chalfonts College, the information management system is tailored to the needs of the staff. The system enables teachers to easily extract the information they need, and has also reduced teachers' workloads as it is used to create reports when required.

Information on a pupil's special educational or individual needs should be embedded in the management information systems. Teachers can then access all the information they need, and in a consistent format. Senior managers are able to develop policy and strategies based on comprehensive, up-to-date information.

## ○ **Assessments should be used to inform planning**

Where teachers have access, using ICT, in the classroom (or home) to information on pupils' needs, they can more easily record progress and use the data to inform their planning. Assessments are recorded at the time of the observations and are not reliant on memory or notes.

At Broadclyst School, where an online assessment system is used, staff found that assessment for learning, supported by electronic record keeping, can not only be

used to extend pupils' learning, but also encourages teachers to examine more closely their perceptions of individual pupils' understanding and progress, and tailor their teaching accordingly.

## ○ **Easy access to information improves efficiency**

Information management systems can bring together all the relevant data on individual students or groups of students in a way that is easily and readily available to teachers. Information on pupils' attainment, progress and projected achievement, and special or individual needs can be viewed, updated or manipulated easily as required, saving time in locating information or writing reports.

## ○ **ICT-based recording systems offer flexibility**

ICT-based recording and reporting systems give schools the flexibility to customise and develop data to reflect changing needs. For example, ICT-based systems make it much easier to examine the relationship between attendance and under-achievement of a cohort of students than it would be with a paper-based system. Customising the system in this way means all teachers can update and access consistent and reliable information.

Staff at The Chalfonts College extract relevant information from pupils' IEPs to provide a complete profile of a pupil – strengths and weaknesses – relevant to the subject they are teaching. This can be used to inform lesson planning for individual pupils and to inform the approach they will use with the whole class. These ICT-based systems therefore support teachers in their day-to-day planning, and enable senior management, through detailed analysis of the data, to plan to meet whole-school objectives.





**To start this  
CD-ROM:**

Place in CD-ROM drive. The CD should start automatically. If it does not: PC users should double-click the 'My computer' icon and then double-click on the CD-ROM drive icon; Mac users should double-click the CD-ROM icon, then double-click on the icon marked 'Include ICT On the record'.

## Further help

Becta – *Managing special needs*

[http://www.becta.org.uk/leaders/school\\_leaders.cfm](http://www.becta.org.uk/leaders/school_leaders.cfm)

(select 'Inclusion')

Becta – information on management information systems

[http://www.becta.org.uk/leaders/school\\_leaders.cfm](http://www.becta.org.uk/leaders/school_leaders.cfm) (select 'MIS')

Broadclyst Community

Primary School

<http://www.bcps.org.uk>

Driffield School

<http://www.driffieldschool.net>

Inclusion website

<http://inclusion.ngfl.gov.uk>

*Removing barriers to achievement*

<http://www.teachernet.gov.uk/docbank/index.cfm?id=5970>

*Special educational needs and disability: Towards inclusive schools*

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3737>

SLICT Matrix

<http://matrix.becta.org.uk>

(select 'SLICT'; then 'Management Information Systems')

TeacherNet

<http://www.teachernet.gov.uk/management/tools/ims>

The Chalfonts Community College

<http://www.chalfonts.org>

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