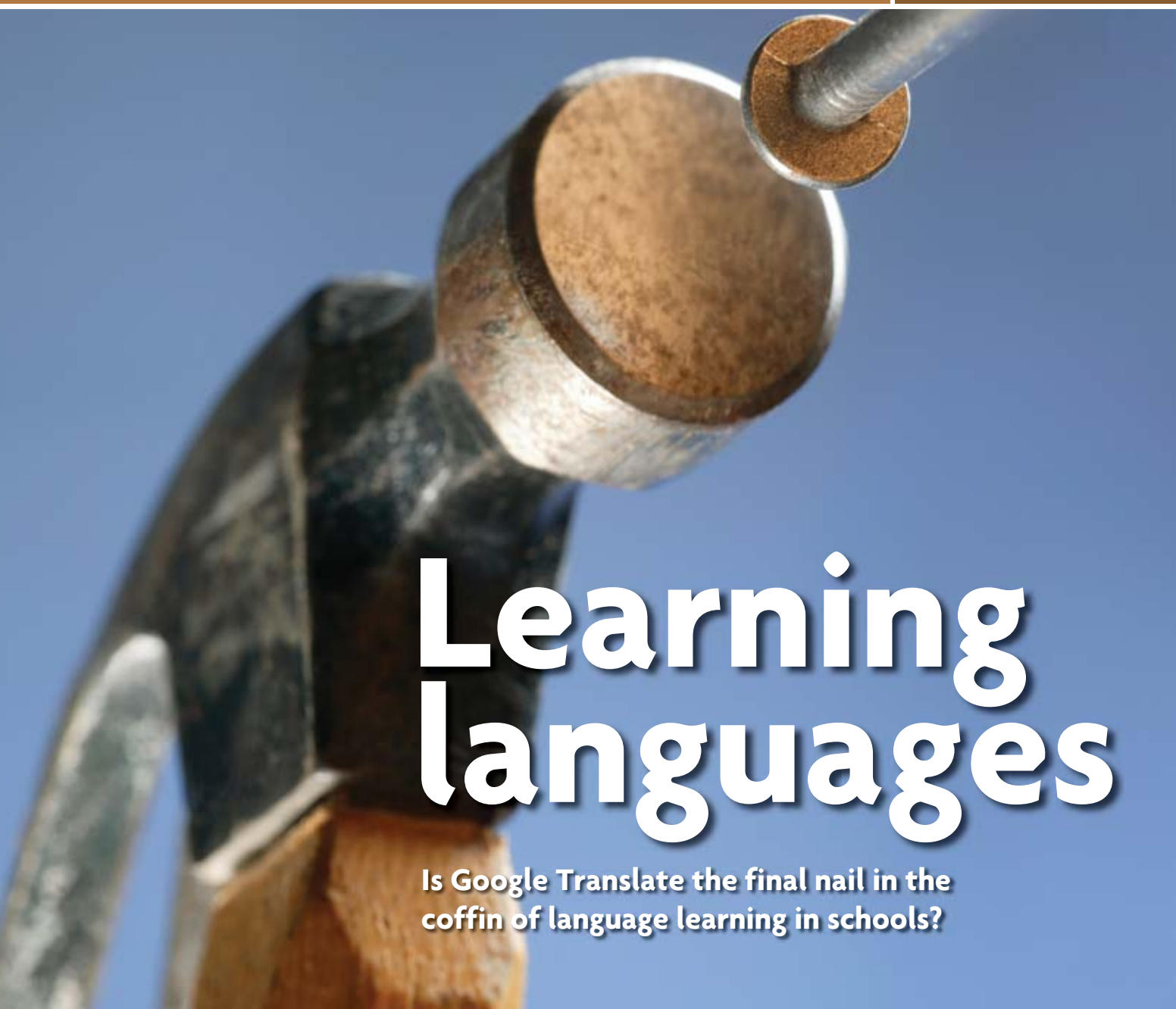


# ICT FOR **EDUCATION** PRIMARY & SECONDARY TEACHERS

HELPING TEACHERS WITH TODAY'S TECHNOLOGY

NOVEMBER 2010  
ISSUE 41



## Learning languages

Is Google Translate the final nail in the coffin of language learning in schools?

### A CLASS ACT

LETTING CHILDREN CHOOSE  
HOW AND WHEN THEY USE ICT



### SOFTWARE REVIEW

CUTTING PRINT COSTS ISN'T A SNIP

**PLUS:** The Last Word • e-Procurement • News



**Faster.  
Smarter.**



Processor Rating

# YOUR PERFECT PARTNER

You are at the forefront of learning, HP and Intel® are at the forefront of technology, and together we can power young minds. Expand your learning horizons with IT247 today.



## HP ProBook 4520s Notebook PC

An easy-to-use, great value PC.

- Intel® Core™ i5-460M Processor
- Genuine Windows 7 Professional
- Spill resistant keyboard

From **£416\*** ex VAT  
Part no: WT113EA

\*Price includes £150 trade in



## HP Elite 7100 Microtower PC

Give your pupils the power to perform.

- Intel® Core™ i3-540 Processor
- Genuine Windows 7 Professional, downgrade to Windows XP Professional installed
- 2GB memory

From **£431** ex VAT  
(excludes monitor)  
Part no: WU399EA

Trade up to  
HP with a  
MINIMUM £150\*  
cash back



## HP ProBook 6550b Notebook PC

Teach in confidence with this security enhanced notebook PC.

- Intel® Core™ i3-370M Processor
- Genuine Windows 7 Professional
- Enhanced security features

From **£345\*** ex VAT  
Part no: WD696ET

\*Price includes £150 trade in



## HP Compaq 8000 Elite Ultra-slim Desktop PC

Ideal for space constrained classrooms.

- Intel® Core™ i3-550M Processor
- Genuine Windows 7 Professional, downgrade to Windows XP Professional installed
- 3 year warranty

From **£402** ex VAT  
(excludes monitor)  
Part no: WJ997ET

**BUY NOW AT** [www.it247.com](http://www.it247.com)  
or call 0845 8699 212

**IT247.com**

2010  
Preferred Partner



\*Offer ends 31 January 2011. Prices are subject to change without notice. Terms and conditions apply, qualifying notebooks only. Contact us for full terms and conditions. Microsoft, Windows and Windows 7 Professional are trademarks of the Microsoft group of companies. Intel, Intel logo, Intel core, Intel inside logo, are trademarks of the Intel corporation in the U.S. and other countries. For more information about the Intel processor feature rating, please refer to [www.intel.com/go/rating](http://www.intel.com/go/rating).  
© Copyright 2010 Hewlett-Packard Development Company L.P. The prices and information contained herein are subject to change without notice.



#### ACTING EDITOR:

Jane Nicholson

jane.nicholson@limapublishing.com

#### SALES DIRECTOR:

Ian Loosemore

Tel: 01983 812305

ian.loosemore@limapublishing.com

#### DESIGNER:

Andrew Metcalfe

andrew@meticulousdesign.com

#### ICT FOR EDUCATION

ONLINE: **WWW.**

**ICTFOREducation.CO.UK**

This publication is copyright Lima Publishing Limited and may not be reproduced or transmitted in whole or in part without the prior written permission of Lima Publishing Limited. While every care has been taken during the preparation of this magazine, Lima Publishing Limited cannot be held responsible for the accuracy of the information herein or for any consequence arising from it.



is published five times a year by:



#### LIMA PUBLISHING LIMITED

14a Queens Road, Ryde,

Isle of Wight PO33 3BG

Tel: 01983 812305

Fax: 01983 568844

info@limapublishing.com

www.limapublishing.com

## EDITOR'S LETTER

### A uniform approach to the 21st century?

There are many opposing forces at work in education right now, but in particular two that seem at odds with each other are the White Paper on education published as we went to press and the consumer revolution in the use of technology.

The White Paper seems to have what is arguably a regressive, punitive approach to shaking up education, with the emphasis on changing school league tables to have a greater focus on academic subjects, making it easier for head teachers to get rid of staff and excluding disruptive children.

Admittedly the creation of a national network of teaching schools, modelled on teaching hospitals, should be a positive step: the key will be the execution.

Encouraging schools to adopt "traditional blazer and tie uniforms" as well as prefects and house systems perhaps reflects the overwhelmingly public school make-up of the cabinet and seems like a return to the 1950s.

In sharp contrast, more and more children will come to school armed with a smartphone in the next couple of years as more devices come onto the market and they (and their use) fall in price. It will behove schools to provide them as learning tools in the classroom, not to mention the whole generation of mobile devices kicked off by the launch of the iPad.

At the moment, with good reason, the use of mobile devices is frowned upon in schools as they have great potential for disruption, distraction and time wasting, but as time goes by they will, by far, be the primary means of accessing the internet, at work and at play. Ruling their use out of the education system would be like trying to ban parents from driving their children to school.

Always-on internet access is shaping our whole world. Surely we need to figure out how to embed that into education as a hugely positive force (see article on page 18 of the March/April issue of ICT for Education on the huge ramifications for the very nature of education) rather than focus on the reintroduction of school uniforms? Peer group pressure and consumerism will always wipe the floor with out-of-step government policy.

Jane Nicholson • Acting Editor

**REGISTER NOW FOR THE  
ICT FOR EDUCATION  
FREE EMAIL NEWSLETTER**

GET THE LATEST ICT NEWS STRAIGHT TO YOUR  
INBOX EVERY MONTH. SIMPLY REGISTER YOUR DETAILS AT  
**WWW.ICTFOREducation.CO.UK**

# ICT Supplies at the lowest prices.

SuppliesforSchools.com

Supplies for schools .com

10 YEARS

LOWEST PRICE

Secured by thawte

My Account | Login | Register

View Basket / Checkout (Items = 0)

Order Value = £0.00

Show Prices Excl. VAT Incl. VAT

HOME AUDIO VISUAL COMPUTING ELECTRONICS PRINTERS & FAXES PRINTER SUPPLIES OFFICE SUPPLIES DISCS & TAPES

EDUCATIONAL PRODUCTS CLEARANCE

Latest News : **AUTOMATIC ACCOUNT FOR STATE FUNDED SCHOOLS & LEA's** Just place your order for 30 day terms.

Returning customers? Log in now, save time later

Search

Go

We offer more than 50,000 top brand products at everyday low prices...

**Product Focus**

**NEW! PRIMARY & EARLY YEARS CURRICULUM PRODUCTS**

Award winning curriculum linked products from the brands you trust: TTS, Learning Resources and more.

**PROJECTORS FOR EDUCATION: Any price beaten!**

**BEST VALUE IS ASSURED**

We will beat any genuine price from a UK supplier who has stock. TAKE A LOOK AT THE LATEST MODELS

**tsi europe**

If you are NOT a recognised school, college or university please visit our general business site.

**Special Offers**

Low Ink Costs - Kodak ESP3250 all-in-one **£54.25**

COPIER PAPER 80gsm - per ream **£2.43**

Acer Travelmate Notebook with dual load Windows 7XP **£426.93**

View more offers >

**Featured Product**

**WE RECOMMEND BROTHER ALL-IN-ONES**

Terrific value on the full range of combined printer / copier / scanners / faxes from the leading manufacturer

Full item details Go

**Tools**

- Quick Quote
- Re-Order Favourites
- Cut & Paste Form
- Information Pages

Contact us

**Star Buys**

"when they're gone they're gone..."

Optima EX331P Classroom Projector **Now £366.12** Go

Epson CD/DVD Copying Machine **Now £2650.00** Go

Lumena DC120 Document Camera (Visualiser) **Now £210.60** Go

Lenovo Thinkpad X100e Student Laptop **Now £361.81** Go

**Easy ordering. Express Delivery.**  
**50,000 Top Brand Products.**  
**Toners, Ink, Paper**  
**Projector Lamps and Projectors**  
**Computers and Accessories.**

No need to open an account. Order online, by fax, email or telephone - just quote your order number for instant 30 day payment terms.

**NEW**  
**Curriculum**  
**Products**

Supplies for Schools

Supplies for Schools Ltd, Bear House, Bear Lanes, Newtown SY16 2QZ  
Tel: 0871 200 0697 Fax: 0871 200 0698  
Email: info@suppliesforschools.com  
www.suppliesforschools.com

# CONTENTS

## REGULARS

### 6 NEWS

Learning from national ICT in education agencies; exploring issues around sustainable life; Hopwood Hall provides resources mobile app & primary revision help for school and home.

### 21 A CLASS ACT

Southwark Primary School's new building had its official opening in October. We look at how they are focusing on getting children involved in ICT as early as possible.

### 29 SOFTWARE REVIEWS

PaperCut printer management software and LanSchool, a classroom management solution.

### 32 THE LAST WORD

Chris Byers, founder and CEO of edugeek.net, explains why working on your PC at work is completely different to your home computer.

## FEATURES

### 11 LANGUAGES IN SCHOOLS

Figures from examination boards show fewer than a quarter of pupils now take French at GCSE level. Has Google killed learning languages in schools?

### 17 ePROCUREMENT

We investigate how schools in Wales have been saving money and reducing administration by using a new electronic procurement system.



# NEWS

The latest in ICT products, policy and research for teachers and school leaders

## LEARNING FROM NATIONAL ICT IN EDUCATION AGENCIES

In early November, over 100 education policymakers from 32 countries gathered in Seoul to share lessons, experiences and opinions in response to the following question:

How should an education system structure itself to meet new challenges and take advantage of new opportunities related to the use of information and communication technologies, and what roles and responsibilities could/should a dedicated ICT/education agency or unit play?

This was the fourth global symposium on ICT and education, an annual event co-sponsored by the World Bank, the Korean Education and Research Information Service and others.

Although the event was intended for participants from medium and low income countries, the first day featured presentations from the Organisation for Economic

Cooperation and Development members whose national ICT for education agencies have been (or are being) dissolved, radically downsized or re-structured as is the case in UK (where the Coalition Government is scrapping BECTA), Australia and Japan respectively.

These practices contrasted sharply with the presentation from Korea whose national agency KERIS has a far more secure future as its existence is embedded in national law and the structure of the education system so that it is less vulnerable to swings in political opinion – in other words, to prevent what is happening in the countries mentioned above. Its purpose was to highlight potential future challenges for similar institutions emerging in less developed countries, and potential responses to such challenges.

As Michael Trucano wrote in the World Bank blog (<http://blogs.worldbank.org/>

edutech/seoul2010):

“Interestingly, it looks like many Asian countries are far more interested in the emulating the Korean approach and there was great interest in what KERIS has achieved in implementing ICT in education initiatives. The cases of Chile [whose national agency has been refocused] and Uruguay [whose national agency is also embedded in national law] were also cited by Asian participants as of keen interest, and a number of connections were established between these South American countries and Asian counterparts for knowledge exchange going forward.”

It certainly is an interesting development when the UK, which has been proud of its self-claimed leadership in Europe concerning the implementation of ICT in education, is of little interest to some of the world's fastest growing economies.

## EXPLORING ISSUES AROUND SUSTAINABLE LIFE

The Life Channel Schools network has launched a new major initiative called Sustainable Life, which focuses on improving the awareness and understanding by primary school students of environmental sustainability.

The Life Channel is the UK's largest community TV network, which claims to communicate with over 7 million people each month in more than 5,000 venues. It was originally set up for use in GPs' surgeries in 2002, as a means of engaging adult patients with health, wellbeing and community information and advice. At the request of a head teacher, the dedicated service for schools was launched in early 2007.

It is now potentially viewed by up to a million students everyday in more than 1,800 primary and secondary schools, and colleges throughout the UK.



The Life Channel is partly managed by the schools themselves, which can choose content to tackle specific concerns relevant to their students, school or community. This content either takes the form of >

# The classroom of tomorrow begins today.



|                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Buy the ActivBoard Mount System for only £1349</b></p> <p><b>Low Introductory Price!</b><br/>Step into the ActivClassroom.</p>  <p>CODE: UKM_072a</p> | <p><b>Buy ActivExpression* for only £1599</b></p> <p><b>£300 Discount!</b><br/>Increase student engagement.<br/><small>Limited time offer</small></p>  <p><small>*Includes 32 device</small><br/>CODE: UKM_072b</p> | <p><b>Get a larger ActivBoard* for the same price as the 78"</b></p> <p><b>Save up to £300!</b><br/>Bigger is better.<br/><small>Limited time offer</small></p>  <p><small>*Any ActivBoard or ActivBoard+2 System</small><br/>CODE: UKM_072c</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



The best kind of savings are the kind that let you choose. To learn more about Promethean and these great offers visit [prometheanworld.com/backtoschool](http://prometheanworld.com/backtoschool). *Change the classroom, change the world.*

**Find out more today!**

#### Collateral Terms and Conditions

**Offer 1** - ActivMount £1349, **Offer 2** - ActivExpression 32 piece set £1599 and **Offer 3** - Any 378 or larger ActivBoard for £1099, any 378 or larger Pro ActivBoard for £1249, any 378 or larger Adjustable ActivBoard+2 for £2648, any 378 or larger Fixed ActivBoard+2 for £2199, any 378 or larger Fixed Pro ActivBoard+2 from £2349, any larger Adjustable Pro ActivBoard+2 from £2799. Offers expire 30th December 2010. Offers 1 and 3 include ActivInspire Professional Edition and 2 ActivPens. Offer available to all K-12 educational establishments in England, Scotland and Wales. Offers exclude Northern Ireland and Republic of Ireland. Price excludes VAT, delivery and installation costs. Offers apply to all orders placed between 16th September 2010 and 30th December 2010, and delivered by 31st January 2011. The 3 offers within this campaign can be used in conjunction with each other however they cannot be used in conjunction with any other offer or promotion. Products included in the images shown may differ. Products subject to availability. Promethean reserves the right to refuse, cancel or amend this offer at any time without notice. Errors and omissions excepted.



## Become an *Assessor* with OCR

- Boost your income
- Full training and support provided

## Opportunities in **ICT**.

For further details and an application form please email **[Examiner.Recruitment@ocr.org.uk](mailto:Examiner.Recruitment@ocr.org.uk)**, or visit **[www.ocr.org.uk](http://www.ocr.org.uk)**

film created by the students and teaching staff themselves or through the selection of health, wellbeing and community films available within The Life Channel's 1,500 video library online.

Schools also use many of these online films as teaching aids, downloading content to use in class on interactive whiteboards.

The Sustainable Life programming encourages pupils and staff to change their behaviour as big step in making schools low-carbon by showing how they can reduce energy usage. Stuart Gardner, marketing manager, The Life Channel, told *ICT for Education*, "Environmental sustainability is too abstract for children to grasp, we encourage them to put it into practice and so make it personal to them, to show that every one of them can make a difference and make their schools greener."

The Life Channel also explains and investigates other topics related to environmental sustainability, such as photosynthesis, ecosystems, the greenhouse effect and carbon offsetting.

Sustainable Life consists of a series of lessons which support the curriculum (key stages 1 and 2) and are supplemented by nine

films and a sequence of student worksheets. All are designed to engage students within classrooms, improving their awareness and understanding of the principles of sustainable living.

With lessons completed students are challenged to put what they've learned into practice, evaluating their school ICT's carbon emissions using The Life Channel's online calculator; as ICT tends to be a heavy polluter within schools, it is easily measured.

Once measured, the calculator provides an illustration of the level of tonnes produced each year and a monetary figure to offset it – this monetary figure is a guide for students to then plan their own fundraising activities and contribute funds raised to carbon offsetting projects through our partner Carbon Footprint ([www.carbonfootprint.com](http://www.carbonfootprint.com)).

Gardner added, "The initiative, which is free of charge, is only available in 1,000 or so primary schools that subscribe to The Life Channel. For Primaries without the network, our staff are visiting each school and providing them with a free lesson to one class of their choice but they must have The Life Channel to take the rest of the initiative."

## HOPWOOD HALL PROVIDES RESOURCES MOBILE APP



Hopwood Hall College is providing a mobile app for 8,200 students to access college services directly by deploying The Hub. The Hub will incorporate cloud based email services. It will be implemented by Salford Software and is believed to be the first implementation of its kind by a UK education institution for its students.

The Hub is built on Sharepoint and, in addition to email, provides timetable,

documents and news feeds that can be delivered directly to the student via their smart phone. Students can collaborate via their mySites, team sites, online documents and blog using The Hub.

The Hub can be downloaded and used via a range of 3G phones including BlackBerries, Android-powered devices and the iPhone.

At the moment, the company with its strategic development partner Collabco Software is concentrating on further education institutions, but it's likely this approach will filter down into secondary education with the next two years, given the proliferation of smartphones and their falling cost.

## PRIMARY REVISION HELP FOR SCHOOL AND HOME

Espresso has launched *Lesson routes* for use at school and *Learning paths* for the home. They are designed to help children with their revision for the English and Maths SATs and to help raise their attainment.

*Lesson routes* includes lesson plans for teachers to use in the classroom through Espresso's Route Creator tool. Teachers will be able to access 17 *Lesson routes* for Key Stage 1 and 17 *Lesson routes* for Key Stage 2, all aligned to SATs learning objectives across English (reading and writing) and maths. In addition to saving teachers' time, they also claimed to support personalised learning for SATs revision – as each *Lesson route* can be edited and saved by the teacher to meet individuals' needs. They are intended to complement to *Learning paths* which are available on Espresso's Home learning area.

For writing, the objectives of the *Learning paths* match the assessment criteria for either Level 2 (Key Stage 1) or Level 4 (Key Stage 2). Each *Learning path* also includes a 'Take Me Further' element, an extension activity that shows how to reach the next level (Level 3 or Level 5, depending on which SAT). Topic areas covered include: selecting appropriate vocabulary, writing for a purpose, adding detail to writing and constructing paragraphs.

For maths, the *Learning paths* provide a structured set of assessment activities that will give parents an indication of the SATs level their child is working at. They then provide guidance on how to develop key skills at each level and the goals for working towards a higher attainment. The Key Stage 1 paths are aimed at assessing Levels 1 and 2, with the 'Take Me Further' element assessing to Level 3. The Key Stage 2 paths are aimed at assessing Levels 2 to 4, with the 'Take Me Further' element assessing to Level 5. Topic areas covered include: shape, problem solving and numbers and the number system.

These *Learning paths* can be set as homework by the teacher, used as part of independent revision sessions at home, or used by parents to reinforce and extend learning at home. While designed around SATs, these new Learning paths can be used at anytime throughout the year for extra practice at developing skills.

The Home learning area is only available to pupils at schools that subscribe to Pupil Home Access.



- New ergonomic design with rubber corner bumpers to give protection to the unit and shock absorption for the laptops inside
- Specifically designed and tested air venting system to keep laptops cool while the unit is locked and the laptops are charging
- Soft rubber grips cushion and protect laptops when in storage
- Simple cable storage system keeps cables compact, neat and tidy
- Dual point locking system operated from the top of the unit to avoid keys being broken
- Hidden door release to separate electrical compartment for child safety
- 2 year warranty



|                  |                        |
|------------------|------------------------|
| LapCabby 16V     | W616 x D703 x H1115mm  |
| LapCabby 16V     | W1015 x D703 x H1115mm |
| LapCabby 20V     | W1015 x D703 x H1115mm |
| LapCabby 16H     | W857 x D703 x H1215mm  |
| LapCabby 32H     | W1291 x D703 x H1215mm |
| LapCabbyMini 20V | W616 x D703 x H1115mm  |
| LapCabbyMini 20V | W1015 x D703 x H1115mm |



### New Integrated Power Management on all models

- Energy saving power management with adjustable 7 day timer which can utilise Economy 7 (Safety certificate with electrical components rated to British & European Standard)
- Energy saving power supply has a sequential switching facility to avoid overload to schools circuit breakers

Colours available:





# Is your school's ICT environmentally sustainable?

**Sustainable Life** is an innovative new initiative helping to educate primary students about the importance of environmental sustainability whilst providing schools with a means of securing fully offset, supported and insured information technology.

Sustainable Life drives greater understanding among students of sustainable living, educating them on key issues including climate change and renewable energies before challenging them to make a tangible impact within their school and community, generating funds to offset their school ICT's carbon emissions through international offsetting projects.

Simultaneously, Sustainable Life helps schools to address common issues of breakages and damage to ICT equipment by providing a selection of fully sustainable, competitively priced products available on a rental basis, insured against accidents or vandalism and supported by a next day 'Repair or Replace' service.

In addition, discarded ICT is repaired and distributed to worthwhile causes including low-income families or, where truly 'end-of-life', recycled with a zero landfill guarantee.

To find out more about Sustainable Life and how it is revolutionizing the education industry, please visit [www.thelifechannel.com/sustainablelife](http://www.thelifechannel.com/sustainablelife)



# HAS GOOGLE KILLED LEARNING LANGUAGES IN SCHOOLS?

French didn't appear on a list of the ten most popular subjects at GCSE level in summer 2010 for the first time, following an unprecedented drop in entries of almost 50% in a decade. Figures from examination boards show fewer than a quarter of pupils now take French in the last two years of secondary school. The number of pupils studying German – the second most popular language – has also fallen to a new low. Against this background, is Google Translate the final nail in the coffin of language learning in schools?

Written by: Edmund West

The Labour Government made learning languages optional in the last two years of compulsory schooling in 2004. Since then the number of children studying them for GCSE has plummeted.

Not long before, in 2001, Google Translate was created as part of Google's mission to organise the world's information and make it universally accessible and useful. It can now do translations between 57 languages (it was 54 when I started researching for this feature, which indicates how rapidly it is growing.) It is also available as a free download for Android phones. You can translate one word, or an entire document.

Where does that leave the teaching of languages in schools? Google spokesperson Clara Armand-Delille says "The internet >

# LANGUAGES IN SCHOOLS



in general is changing the way people learn and teach, as well as the way people discover information. Translate is just another tool that's available for people around the world, helping break down the barriers of communication."

Most machine translation engines (of which Babel Fish and Yahoo are probably the best known) use technology from SYSTRAN, a 42-year-old company that deals with 22 languages. It lost a quarter of its revenues between 2004 and 2008. Armand-Delille comments, "Most state-of-the-art, commercial machine-translation systems in use today have been developed using a rule-based approach, and require a lot of work to define vocabularies and grammars."

"Our system takes a different approach: we feed the computer billions of words of text, both monolingual text in the target language, and aligned text consisting of examples of human translations between the languages. We then apply statistical learning techniques to build a translation model. We've achieved very good results in research evaluations."

She acknowledges, "Even today's most sophisticated software doesn't approach the fluency of a native speaker or possess the skill of a professional translator. Automatic translation is very difficult, as the meaning of words depends on the context in which

**"Even today's most sophisticated software doesn't approach the fluency of a native speaker or possess the skill of a translator. Automatic translation is very difficult, as the meaning of words depends on the context in which they're used."**

they're used. While we are working on the problem, it may be some time before anyone can offer human-quality translations."

Zulima Perez teaches Spanish at Plumstead Manor, a London girls' school. She believes Google Translate could be useful to pupils in very specific ways, for example, if they were asked to display 'Hello' in dozens of languages.

Translation homework is not assigned at her school, but she accepts that Google Translate could still be applicable, saying, "It could be useful for A level students translating documents, for instance, because they have had translation coursework since last year. If they need to check the pronunciation of words it will help." This is done by clicking on the speaker icon next to the translated text.

Zulima did not think the availability of Google Translate would be enough to encourage children to learn languages: "It facilitates the work but you need other factors to make the children interested, after all, English is the most widely used language in the world. It puts them off making an effort with dictionaries if they can just use Google quickly. The other problem is you [often] cannot have [access to] 30 computers, so



# ENTRY-SIGN



EntrySign is a unique, simple to use Digital Touch screen system that will revolutionise the way you monitor the movements of people in your building.

The award winning EntrySign system is an intuitive piece of software that is quite simply setting the standard for Safeguarding especially in education.

The system has received universal commendation from the Public Sector and even includes OFSTED!

For a free demonstration please call 0800 037 2904

Come see us at the BETT 2011 Show, Stand K62.

[www.entry-sign.co.uk](http://www.entry-sign.co.uk)  
Email: [info@osbornetechnologies.co.uk](mailto:info@osbornetechnologies.co.uk)  
EntrySign at Osborne Technologies Ltd  
Unit 4 Wortley Court, Fall Bank Industrial Estate  
Dodworth, Barnsley, South Yorkshire S75 3LS



# LANGUAGES IN SCHOOLS



they will still need dictionaries.”

Although the use of Android-powered smartphones is proliferating, by no means every child has one, much less one with the Google Translate app on it. And of course pupils are not allowed to use mobiles in the classroom. “If it were for coursework, they could make an exception but that’s up to the head,” Zulima says.

Alan Costar is a language teacher at Bexley Grammar School, a new language college. He insists, “Interpretation is the highest skill of all. We have all opened a gadget and seen the Japanese translation of instructions – often it’s nonsense. It’s the subtleties that computers can’t do and I don’t think my profession is threatened.”

Nevertheless, he admits, “If they throw enough money at it who knows what they could achieve?” And Google’s quarterly income is larger than many countries’ gross domestic product.

In the meantime, he believes setting translation as homework is still viable: “I’m fairly sure I could spot any kid who used a translating machine for paragraphs 90% of the time because computers make different mistakes to people.” He admits they could get away with translating single words.

And he has empirical evidence. He experimented by typing in, “Er ist ein Berliner” (he is a Berliner, borrowing from John F Kennedy’s inadvertent assertion that he was a pastry) then changed ‘ist’ to ‘iss’ and it spotted the difference (he eats a Berliner). He also typed an English article for translation into German and then translated it back into English. The first paragraph was badly translated as (in terms both of grammar and meaning):

**“Costar doesn’t believe that Google Translate is anything whatever to do with the falling popularity of studying languages, rather he thinks it is down to three other factors: prejudice, a lack of suitably qualified staff and a lack of content that appeals to pupils.”**

“The British Conservatives have already won the election, but also claims the Labour government education for themselves. Premier Brown has been an offer of talks made the Liberals.”

Then he got two year 10 students to translate the first paragraph and they did rather better than Google Translate:

“The Conservatives have won the British vote, but Labour is still in power. Prime Minister Brown has spoken with the Liberals.” \*

As part of their course, Costar’s sixth form students write to potential bosses in Germany for jobs. He did not feel that the attempt by Google Translate would much impress a potential employer. He thinks the best use of Google Translate is for students to analyse the mistakes it makes.

Costar doesn’t believe that Google Translate has anything whatever to do with the falling popularity of studying languages,

rather he thinks it is down to three other factors; prejudice, a lack of suitably qualified staff and a lack of content that appeals to pupils.

He explains, “The thing that puts kids off learning languages is blind prejudice: the idea is that you just have to speak loudly and slowly in English and they’ll understand. There is a mentality that everyone speaks English so why should we bother?”

He also blames the lack of good linguists in schools and argues that the material students are given to work with fails to inspire them, citing the instance of a friend returning from an overseas holiday who brought back sports and girls’ magazines for his pupils. They needed no encouragement to translate them.

ICT

\* The Editor would argue that the verb to speak takes the preposition to, not with, which is used in American English.

# Are you still using QCDA past papers in print?

spending too  
much of your  
time marking  
test papers?

looking to  
implement AfL  
more fully in  
your school?

like a tool  
that can help  
you target  
interventions?

unsure how  
you will moderate  
your APP  
judgements?

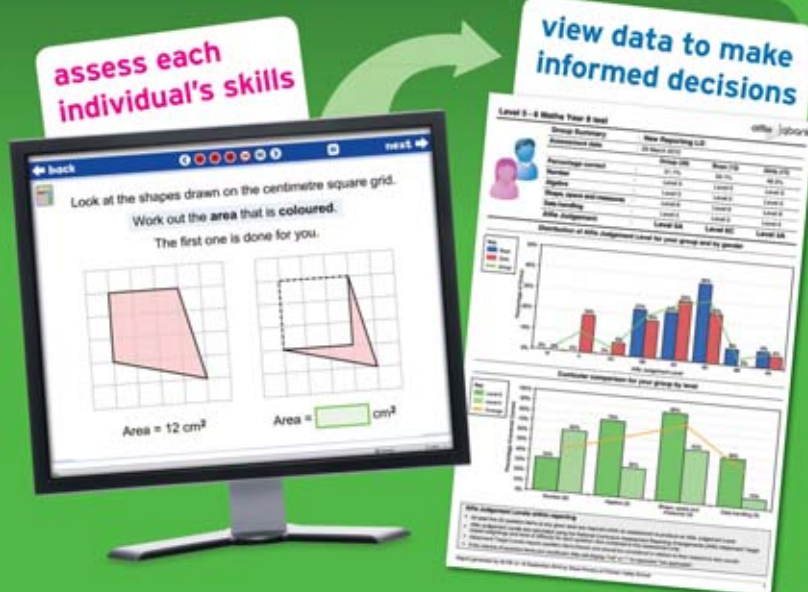
...then Alfiesoft could be the answer!



Alfie takes the hard work out of formative and summative testing.

Alfie is an online system that contains over 7,500 questions from QCDA National Tests and Optional papers from Year 2000 in Maths, English and Science at KS1, KS2 and KS3.

You have no marking to do and can spend some of the time saved using the data to inform your teaching decisions.



Take a free test online at [www.alfiesoft.com](http://www.alfiesoft.com)

Take your school to the next level using Alfie.  
Call: 01702 436600 Email: [info@alfiesoft.com](mailto:info@alfiesoft.com)  
[www.alfiesoft.com](http://www.alfiesoft.com)



# PUPIL BEHAVIOUR: IT REALLY IS SIMPLE

Effective and positive behaviour management is achievable in every UK secondary school, through the combination of a well-designed IT system, such as IRIS and properly supported and developed teachers. Sounds a simple strategy, but putting a software system in place that enables a school to record, monitor, analyse and manage pupil behaviour can be challenging. Former teacher Ed Whittaker, founder of IRIS discusses the key considerations when procuring and implementing an effective behaviour management system.



Teaching, learning and behaviour are inseparable issues in school as without good order in the classroom, effective teaching cannot take place and pupils' learning is inhibited. Poor behaviour, impacts on every aspect of school life; from exam results to teacher and pupil wellbeing. As a result, managing pupil behaviour effectively is at the centre of a school's core business.

## “managing pupil behaviour effectively is at the centre of a school's core business”

Before pupil behaviour can be monitored a school needs a behaviour management strategy that adheres to the following criteria: the policy needs to be clear, simple and known and understood by all; staff, pupils and parents. There should be a sense of 'buy-in' to the policy by the staff. It needs to address both low-level and severe behaviour in a 'fair' manner and have clear, known sanctions. The policy should also equally address and encourage positive behaviour.

### Behaviour Monitoring

IRIS is a system that is completely flexible, with input screens that are customisable, it gives the school greater control over the input and output data. By being compatible with the existing MIS systems, the integration of IRIS is quick and straightforward - negating the need to re-enter information that already exists.

Information sharing between stakeholders can be an issue, but choosing IRIS, an online behaviour

monitoring system, the school can provide secure access to teachers, management, governors, parents and even the pupils at anytime from anywhere. However, one of most powerful capabilities of IRIS is its ability to provide real-time analysis; it can turn raw data into usable, useful information instantly with the click of a mouse.

IRIS also has the ability to equally record and manage poor and good behaviour.



### Reaping The Benefits

Implementing IRIS makes recording and monitoring behaviour simple and importantly, not labour intensive for staff. The benefits are plentiful including reduced admin costs, increased effectiveness and efficiency of pastoral staff, improved staff communication, better engaged pupils and the means to effectively tackle low-level disruption in the classroom.

A key feature of IRIS is its ability to quickly and easily give feedback to teachers regarding reported incidents.

By automatically receiving feedback on incidents, teachers feel listened to, which increases staff morale and 'buy-in' to the system.

A positive by-product of IRIS is that teachers struggling to manage challenging behaviour can be easily identified. This gives the senior leadership team the opportunity to support and highlight training needs.

### Case Study

Broad Oak Sports College, Bury, implemented IRIS in January 2007. It conducted its first appraisal in June 2008 and found 44 percent of all classroom disruption incidences resulted in no sanction. Furthermore, there was a clear lack of consistency in both the application and level of sanction applied to similar misbehaviour, resulting in pupils being unclear about the boundaries of acceptable behaviour.

These findings formed school policy changes in 2008/09 and guidance was given to all staff on utilising rewards and sanctions. As a direct result, un-sanctioned low level misbehaviour was eradicated and there was an increase of 240 percent in merits awarded. Broad Oak has reduced low-level disruption and greatly improved the quality of teaching in the classroom. In turn, this has impacted positively on exams results, exceeding its rising five A\*-C targets for the last four years.

# ePROCUREMENT IS KEY TO SAVING TIME & MONEY

Schools in Wales have been saving money and reducing administration by using a new electronic procurement system. Gwynedd Council's eProcurement project is on target to make a net saving of around £500,000 by 2012-13, with projected savings in Gwynedd schools of around £43,000 in 2010-11 alone. In addition, orders are now processed 60% faster, with greater access to choice and lower prices.

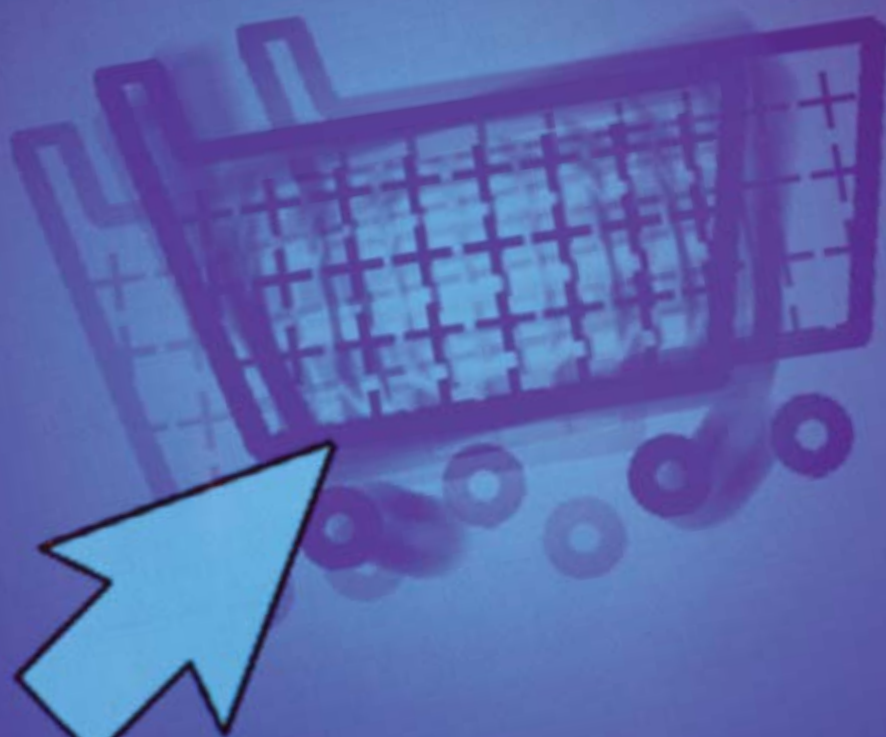
Written by: Robin Llywelyn Roberts

**T**he Comprehensive Spending Review has been unveiled with serious implications for all government departments.

Education has been fortunate enough to avoid the worst of the cuts but there is still a need to operate within a general environment of austerity.

With negligible increases in budgets likely over the next few years, now is the time to be looking at the efficiency of all of our practices within schools. The more streamlined our school costs, the more money we can free up for the most important job of all – teaching.

The Welsh Assembly Government, aware of this need to reduce costs and improve >



efficiency, is delivering an electronic procurement (eProcurement) programme for Welsh public sector organisations including schools.

At the heart of the programme is a tool called eTrading, designed by ProcServe, which 'e-enables' the requisition, order and invoicing processes. It includes an online market place which provides access to catalogues of suppliers and purchasing frameworks making it a one-stop-shop.

Robin Evans, eProcurement project manager at Gwynedd Council explains, "We wanted to reduce administration and the unnecessary paper-passing that went on when items are purchased. The goal was to provide easier, searchable access to local and national suppliers and streamline our back office processes."

As schools have their own special procurement requirements, the eTrading system was tailored for their needs. Similar to England's OPEN system, eTrading for Schools (eTfS) provides a secure, online service that allows schools to select goods and services from numerous suppliers.

Schools in Gwynedd Council were the first to become involved with the xchangewales programme in 2008, when a number were asked to pilot the new system. The aim was to help schools streamline processes, provide better value for money at the point of procurement and reduce administration.

Carol Hughes, administrative officer, Tryfan School, explains, "Teachers would have to spend time looking through numerous paper catalogues that were available in the school to find the item they wanted. We then had to type up the order in the financial management system, have it authorised, print it out and fax or post it to the supplier. The whole process could take up to a week, making it completely unsuitable for items needed urgently."

When this was the case, teachers were often tempted to circumvent the system, bypassing the correct purchasing processes to avoid delays. It also probably meant they weren't getting the products at the best possible price and rules on approved suppliers could be overlooked.

After a successful pilot of eTfS, the Council started the full roll-out to the 14 secondary and 103 primary schools in the

Gwynedd area.

All Gwynedd secondary schools were already managing their finances through Capita Children's Services' Schools Information Management System (SIMS) Financial Management System (FMS). This software communicates automatically with the eTfS portal allowing purchase order information and invoices to be transferred into the school's own SIMS system for approval, payment and budgeting purposes.

This means data doesn't have to be entered twice and thereby minimises human error. The use of SIMS made the roll-out to secondary schools relatively straightforward and freed up more time to concentrate on primary schools.

### Saving teaching time

Implementation in Gwynedd primary schools took place in two stages. Firstly installing the SIMS FMS software and training staff to use it; then rolling-out eTfS and showing how the two link up. Some 40% of the primaries in Gwynedd have three teachers or fewer, so it was imperative that our training schedule did not cut into their teaching time.

The project was made more complex because the system had to be bilingual, in Welsh and English, and 90% of the training took place in Welsh.

Schools using the system can now compare the costs for particular items from a number of suppliers and make decisions that offer best value for money. They can also search for particular items or for generic product types.

As a result, schools are making significant savings in time and costs: across the Gwynedd school network it is estimated that the time taken to process orders is about 60% shorter than it was, on average,

equating to around 80 hours of time saved weekly.

Gwynedd Council's eProcurement project is on target to make a net saving of around £500,000 by 2012-13, with projected savings in Gwynedd schools of around £43,000 in 2010-11 alone.

Systems like xchangewales' eTrading for Schools or the Department for Education's OPEN system provide a means for individual schools to get best value for money without investing a lot of resource to achieve it.

Hughes of Tryfan School explains; "Now the order is authorised on the system and sent via e-mail to the supplier – this saves paper, the cost of faxing the supplier and everything is done much more quickly.

"I can search for an item on the system and it will automatically come up with the options available. I did this for a colour printer fuser unit and it came up with a choice of three. There was over a £70 difference between the highest and lowest price. We have far more choice now and get much better value for money."

The system processes orders more quickly enabling them to get next day delivery on many items rather than the week or more that it used to take. This helps schools to control their spending better as they only have to order what they need, when they need it and even urgent requirements are met.

There are also benefits for suppliers as the eProcurement system makes it faster, easier and less expensive for them to trade with schools. The payment of their invoices is quicker too. These advantages have meant that in some instances, suppliers have been willing to reduce their prices.

**ICT**

*Robin Llywelyn Roberts, is a SIMS co-ordinator at Cynnal.*

### Links to further information

[www.dcsf.gov.uk/open](http://www.dcsf.gov.uk/open) – English School eProcurement Portal

[www.xchangewales.co.uk](http://www.xchangewales.co.uk) – Welsh Assembly Government eProcurement programme for the Welsh Public Sector

[www.procservice.com](http://www.procservice.com) – ProcServe – providing eTrading for Schools for the Welsh Assembly Government.

[www.capita-cs.co.uk](http://www.capita-cs.co.uk) – information on SIMS FMS from Capita Children's Services

# HOBARTS

the professionals' choice



## ***Worried about support for your laser?***

Worry no more...**Hobarts** is at hand to help

**If you have a laser but are having trouble with support, training or technical advice then help is at hand.**

Whether you have a contract in place or just need the support of a reputable supplier, we have technicians that cover the whole of the UK.

Hobarts will offer unrivalled support for any Universal Laser System and will take on existing warranties. With low cost service contracts you can rest assured that you will be covered for every eventuality.

**\*NEW\***

## **Sublimation - Enterprise Packs**



**Produce full colour personalised products for perfect Business Enterprise schemes**

**Need help securing that all important bid for new equipment?**

Call us today on

**0845 260 1300**

to receive a free copy of our interactive CD.

Hobarts also supply:



Order online

[www.hobarts.com](http://www.hobarts.com)



# NOT JUST MORE OF THE SAME



## **Schools are always looking for ways to improve:**

- Parental involvement
- Attendance
- Student achievement
- Community involvement
- Student safety
- Reduce costs

Look no further. ParentLink has been the market leader in school-to-home communication solutions for over 20 years and is now available to schools in the UK. But for ParentLink, it's not just about messaging. Any number of systems can push out standard messages to a list of phone numbers or email addresses. ParentLink takes a much different approach, one that can bring dramatic results in all of the areas mentioned above.

**Contact us for a free consultation and you'll see what we mean.**

01293 817170 | [info@parentlinkuk.com](mailto:info@parentlinkuk.com)



# LETTING CHILDREN CHOOSE HOW AND WHEN THEY USE ICT

Southwark Primary School's new building had its official opening in October. Previously it occupied a split site which was far from convenient for its 600 pupils and staff. The Mayor of Nottingham cut the paper chain to declare the new-build open, which is perhaps the only retro aspect of the proceedings; the school has its sights fixed firmly on the future. Particularly when it comes to getting children involved in ICT as early as possible.

Written by: Dean Gurden



## A CLASS ACT



**“W**hen we moved in, we worked with Capita IT Services to develop the vision of what we wanted,” says head teacher Michaela Saunders. “This was basically anytime, anywhere ICT learning, because this is the kind of world that the children are moving into and, it has to be said, already functioning within that world often far better than many adults.”

So the basic requirement right from the start was that there should be complete wireless access throughout every area of the school and beyond the perimeter of the building itself. “Thankfully, we’ve achieved this in spades,” says Saunders. “The coverage is far better than anyone expected, with no dead spots whatsoever.”

As for hardware, all the interested parties debated long and hard about what was needed, partly because the school was already surprisingly well equipped as primary schools go, according to Saunders. “We also have a very ICT-literate staff, so things like interactive whiteboards were already in place throughout the school and in constant use by staff and children – there was no question of needing a huge amount of ICT training. So we went for a set of kit that we knew would definitely get used and that we could build upon, rather than going for all-singing, all-

**“We went for a set of kit that we knew would get used and that we could build upon, rather than going for all-singing, all-dancing kit and then finding that we had spent money on things we weren’t going to use.”**

dancing kit with lots of bells and whistles and then finding that we had spent money on things we weren’t going to use.”

It’s a sentiment echoed by Claire Jones, ICT coordinator and Year 4 teacher at the school. “It’s not just about the wow factor and getting as much kit as you can. It’s

about making sure technology is used appropriately, so that children get high quality and deeper learning through what they’re doing in any given task. Obviously there is the motivational factor, in that the kids love using the technology, but the learning that comes out of it must be of a high quality as well.”

Every year group from 1 to 6 has access to a mixture of 30 laptops and netbooks, as well as 30 digital cameras. The school is centred round three communal hubs that are shared by two or three year groups and in each of the hubs there are also 30 video cameras. The school has invested in Promethean ActivInspire voting devices for the younger children and the more sophisticated ActivExpression for the older ones. They have the visualisers in every classroom, as well as interactive whiteboards. As this is a primary school, they’ve also got BeBot remote-controlled cars and insects, and various learning toys like Lego.

On a more advanced level, the school invested in green screen technology, as well as visualisers, “because we think they are incredibly useful”, says Saunders. “Interactive >



| Patch | 1     | 2     | 3      | 4      | 5      | 6      | 7     | 8      | 9     | 10    | 11    |
|-------|-------|-------|--------|--------|--------|--------|-------|--------|-------|-------|-------|
| L*    | 39.12 | 65.43 | 49.87  | 44.26  | 55.56  | 70.82  | 63.51 | 39.92  | 52.24 | 97.06 | 52.24 |
| a*    | 13.24 | 18.11 | -4.34  | -13.80 | 9.82   | -33.43 | 34.26 | 11.81  | 48.55 | -0.40 | -0.60 |
| b*    | 15.07 | 18.72 | -22.29 | 22.85  | -24.49 | -0.35  | 59.60 | -46.07 | 16.51 | 1.13  | 0.23  |

*The new creative online space from*



- A suite of Creative Tools
- Hundreds of cross-curricular publishing projects.
- Regularly updated topical activities.
- Fun textured painting projects.
- Anytime, anywhere access.
- 2Type, Maths Games and Simple City content.
- A unique online saving space for every user.
- A secure gallery to share work.

Order your Purple Mash licence before January 1st 2011, and quote ICT45.  
(Terms and Conditions apply.)



2Simple Software, Enterprise House, 2 The Crest, London NW4 2HN, UK  
T: 020 8203 1781 • F: 020 8202 6370 • [mash@2simple.com](mailto:mash@2simple.com) • [www.2simple.com](http://www.2simple.com)

## A CLASS ACT



**“We are doing our best to use it in ways that are exciting and relevant. We like the idea of letting the pupils make a decision to the use it, rather than it being forced upon them.”**

whiteboards and short-throw projectors were also an utter necessity. And the extensive provision of laptops means there are almost no books throughout the school. By discussing out requirements thoroughly

beforehand, we’ve made sure that every piece of ICT kit we’ve got is in constant use throughout the school day. What we plan to do is build upon this basic kit over the next few years, and extend it as the glitzier types of ICT become more affordable, reliable and usable. We didn’t want to go all out for things that looked state-of-the-art, but weren’t going to meet our needs.”

“We’re doing our best to use it in ways that are really exciting and relevant to the children,” claims Jones. “We like the idea of letting the pupils themselves make the decision to use the technology, rather than it being forced upon them in a lesson. We’re trying to teach them the skills they’ll need in ICT both discretely and across the curriculum. We want them to use different technologies for different purposes.”

For example, when working with cameras, children make a decision concerning when it’s best to use still or moving images, or when to use PowerPoint or a more standard Word document. Jones says, “Recently in my class we set up a link with a village school, and the kids came up with various

things that they wanted to do to introduce themselves. Some wanted to type up a letter or email to send to the other school; others wanted to use the video cameras to record clips from all round the school, which they then merged into a video. Others wanted to use stills because they had already used some online software that allowed them to add captions, and manipulate the images.

“All in all, it was really exciting for me as a teacher to see the kids so confident with the technology and able to decide what they wanted to use in any given situation and produce something of really high quality, especially for children aged between eight and nine.”

Jones also explains that a lot of work within the school is based on examining six-week topics and then giving the children the chance to review everything they have learned. Again, the children are encouraged to decide how they want to do that, and if they want to use ICT in the process. “Over the last year, a lot of children decided they wanted to design websites, because each separate school site has its own blog and





# Now including **+Pay**

## ParentMail has just got even better...

- School-to-home email and text messaging
- Built-in module for managing and collecting parent payments
- Online payment facility for parents

Over 4,000 schools use ParentMail to improve parental engagement, reduce school costs and workload.

Now schools can also manage, collect and bank payments from parents.



Integrated parent communication and payment collection



Call us now on  
**0844 3356 590**

to arrange a demonstration or visit [www.parentmail.co.uk](http://www.parentmail.co.uk)



## A CLASS ACT

website. They are familiar with using them and wanted to create their own websites about what they had learned,” says Jones.

Naturally it's not just the children who are embracing the technology. Head teacher Saunders prides herself on having an ICT literate group of staff. “It's obviously hugely helpful,” she says, and has come about through a combination of shrewd recruitment and the demand for technology that is clearly there in the lessons. “ICT is used in pretty much every lesson,” Saunders adds, ‘as well as assemblies, PE, music...you name it.”

The school arranges access courses where necessary to train staff, but experience has shown that in-house enthusiasm and knowledge-sharing is much more important. “Where there are new pieces of technology or new applications, we run informal workshops, as in we might be looking at developing blogs on Wednesday night, so if teachers are interested they can come along,” Saunders says.

The response from interested parties outside the school has been very positive – which is important to the school as it strives to be accountable to the community

**“Where there is new technology or applications, we run workshops. We might be looking at developing blogs on Wednesday night, so if teachers are interested, they can come along.”**

it serves.

“We carried out a survey among the parents to get their views on the technology we purchased and the way we were using it, and the feedback was incredibly favourable,” Saunders states. “The parents also access the school's website and find out what the

pupils have been doing. It's in constant use. The screens in the reception area that display information and show what's happening in the school have also proved very useful and popular with the community.”

Teething problems in the new school have been few, according to Jones. “We've just got a few issues that Capita are dealing with, such as making sure all the laptops and netbooks connect quickly to the server. But, all in all, we've been well supported; it's just taken a bit longer than we would have liked.”

As for the future, Jones can only see exciting times ahead. “We are really keen to take what we've got, consolidate it over this year, and then take it further forward. We intend to keep looking for new ideas and ways of sharing things via ICT. Within the school we put a set a lot of store by making regular assessments of our ICT usage, making sure we're progressing the children's skills appropriately. As the children come in at a young age, in some ways we're seeing an increasing gap between those that are really ICT literate and those that have never turned a computer on in their lives. So it's a matter of trying to meet all of those needs.” **ICT**



# YouTube or NoTube?

Safely use YouTube for learning



## Why you need the Educational Video Library

YouTube is the world's largest resource of free educational videos. YouTube is also one of the worst places for students to be online as it also contains extreme real-life violence, hard-core pornography and other dangerous material.

The Educational Video Library provides schools a safe and education focused interface to approved YouTube videos. Un-moderated comments and other unwanted content from YouTube is not shown and teachers can add appropriate notes, tags, categories and other content to enhance learning.

Students can access the library anytime at school or even from home. Finding videos by subject area or course module is simple for all students, regardless of age or ability. Find out more at:

[www.lseurope.com/youtube](http://www.lseurope.com/youtube)

# The social network for learning

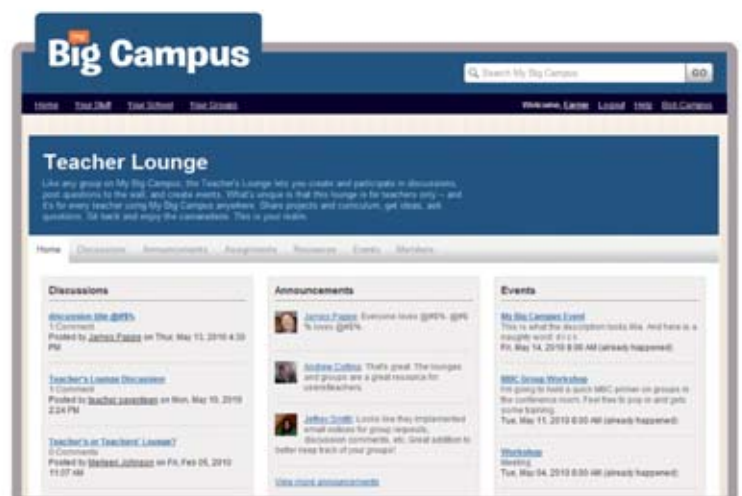
Web 2.0 harnessed for education

## What can you do with My Big Campus?

Bring education into the 21st century with the latest technology to engage students in the learning process all day, every day. My Big Campus finally brings the rich, compelling experience of web 2.0 into the school environment while putting eSafety first.

Seamlessly integrates with your school's web policies to allow flexible access to online resources. Teachers can set assignments or even share projects with classes in other schools. Students can discuss, blog, send messages, create walls, access resources and do much more in a secure environment. Find out more at:

[www.lseurope.com/bigcampus](http://www.lseurope.com/bigcampus)



## Improving parental communication



### Text Messaging

- ✓ Direct and fast contact with parents
- ✓ Cancellation of after-school clubs
- ✓ Emergency closures e.g. weather
- ✓ Parents evening and school trip reminders



### Email

- ✓ Send newsletters and other documents
- ✓ Email pupil reports
- ✓ Works with your school database
- ✓ Can be used from any computer

Works with your school admin system. (SIMS, Integris, Phoenix)



0207 237 8456

[www.teachers2parents.co.uk](http://www.teachers2parents.co.uk)

[enquiry@teachers2parents.co.uk](mailto:enquiry@teachers2parents.co.uk)

## Thousands of schools use Teachers2Parents everyday!

Teachers2Parents is a communication service which works with your school database to give you a simple and more efficient way of communicating with parents.

## "The system has worked faultlessly"

Mr. P. M. Osborne  
Head teacher  
Cwm Glâs Primary School, Swansea

Limited offer

30 DAY FREE TRIAL

No Obligation

Quote "UROFFER" to benefit

0207 237 8456

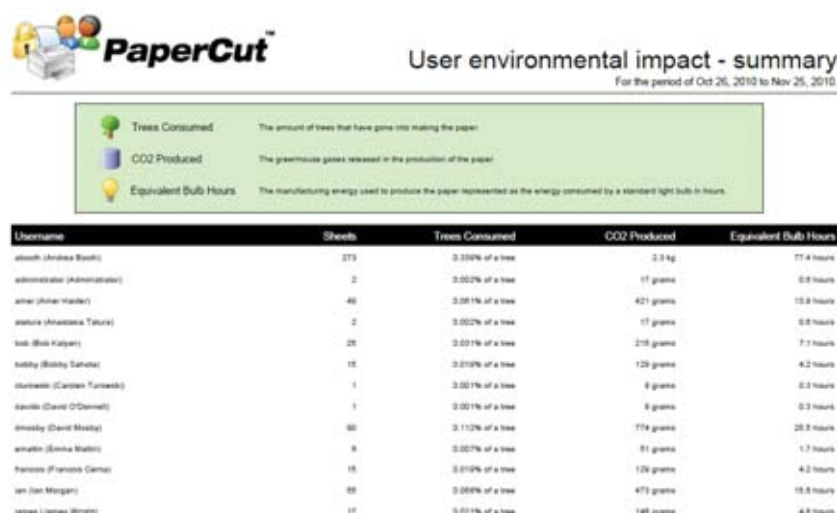
[www.teachers2parents.co.uk](http://www.teachers2parents.co.uk)

[enquiry@teachers2parents.co.uk](mailto:enquiry@teachers2parents.co.uk)

# SOFTWARE REVIEWS

The latest releases for your classroom put to the test

## PAPERCUT



## Cutting print costs isn't a snip.

Written by: Matthew Hogan

PaperCut printer management software can cut costs by monitoring and charging for printer usage across a school or college network. Finance managers often look for cutting the cost of printing and PaperCut provides various ways of doing this. It even boasts that just by making users aware that their printing is being tracked typically saves 10% a year.

The software is simple to use, easy to install and imports user profiles from the main management software of the school, giving you a web-based interface that is compatible across several different web browsers and operating systems.

PaperCut provides a variety of ways you can limit the amount of printing, one being applying print quotas to different users on the network. The dilemma of how of much printed evidence is required to pass an assessment objective compared to how much can be stored electronically is a constant headache for ICT teachers. The finance manager will favour the work being held electronically, which leads the network manager to scream for extra memory to

support the demand on the servers.

While this is a commendable approach, it will leave you, the teacher, with the onerous task of having to log onto individual student areas to monitor their work – not so easy with a whole cohort of students.

Whereas this logistical nightmare will probably always remain a contentious issue in schools, it is the students' learning which must remain the priority. For instance, it is quite likely that some students will only respond positively to written feedback on a actual printout. Equally, if a student prefers to have review notes entered on a word-processor, we should also be able to accommodate their needs. We need to be flexible in our approach, so although this feature is easy to use, it may not be a key feature to support learning.

The tracking feature of PaperCut gives you a real insight into the use of printing at both user level and printer level. This is a great tool when ICT rooms are booked by other subjects as it means the ICT department does not have to foot the printing bill.

PaperCut also has a feature that allows shared accounts to be tracked, such as

setting up an account for all administrative printing. Tracking can inform the technical staff of when there will be bulk printing at particular times throughout the year. The period leading up to coursework deadlines in the summer term is a prime example of when the printers go into overdrive.

While it might seem obvious for the ICT technician to have a supply of cartridges in stock, this may not always be possible due to budgetary constraints. However, by having the previous year's data to refer to, the technician can use this to monitor stock and order accordingly. There is also an option of installing client software that can show the user's printing credit in real-time; a handy tool for the students to track their own printing.

Another useful feature is having 'print information' pop up whenever a user prints. This can be tailored to suit the individual school or college. So, rather than telling a class of students to choose the option of duplex printing (printing on both sides of the paper), the pop up can tell the student to do it instead, encouraging a sense of independent responsibility. The pop up can also warn the user of the number of pages they are intending to print or provide the option of printing in black and white.

Along with this, filtering events can be set. For example, it is possible to set the printer to delete duplicate copies – a useful tool for when impatient students repeatedly click the print icon eight times before realising the first copy has actually printed.

PaperCut claims that even without print quotas being used, it can save up to 30% on paper costs and if the quotas are enabled it can save up to 50%. For example, the printer can delete duplicate copies – useful when impatient students hit the print button eight times before they realise the copy has been printed.

7/10

### LANSCHOOL

## Keeping students' focused on learning.

Written by: Matthew Hogan

LanSchool, a classroom management solution, is one of many applications to control and monitor computers around the school and to communicate with staff and students. Although it is not the only product available to support these features, LanSchool has additional features that schools are crying out for, such as disabling USB ports.

Although we frequently direct students to websites for research, providing a learning experience where they remain on task, rather than surfing the web.

The teacher-interface icon on the system tray is instantly recognisable. When starting a lesson, the LanSchool icon appears on the blank screens and disables the students' computers. This feature proves very useful in gaining the attention of the whole class to show a presentation, new software skills or taking the register. Also, on those rare bright summer mornings when the sun shines directly at the projector screen, making it impossible to see anything, LanSchool has a feature that shows the teacher's screen on students' monitors.

A key point to consider is the layout of ICT rooms, which vary from school to school. Some schools have hexagonal pods, whereas others are in rows. Although these layouts maximise the space available in the classroom, it does not necessarily mean that the teacher can monitor the screens from one position. LanSchool provides the feature to monitor the computers by displaying thumbnails of each machine in the classroom including any applications that are open on the teacher's machine. The result? No more crafty minimising of applications. As a teacher you can also control the websites and applications students can access within the classroom, so you do not have to wait for your technical team to apply filtering.

In short, LanSchool means the lessons we

plan become more focused with less chance for students to get distracted.

There are other advantages too, that although technical in character can make a big difference to how well the whole thing runs. For instance, making the best use of low bandwidth on the network, LanSchool states:

"LanSchool requires between 5% and 20% of the bandwidth used by the competition. While showing the teacher's screen, LanSchool v7.5 uses around 24 KB/sec. Monitoring thumbnails requires less than 10 KB/sec. Because LanSchool uses a broadcast or multicast packet, the bandwidth required for controlling two computers is close to that required by 250 computers. Other product's bandwidth requirements increase with every additional computer that is monitored"

Two other great features are having the facility to disable the USB CD/DVD drives so the incessant flash games that students bring in or the temptation to listen to music from MP3 players connected to the computer is overcome.

You can also disable the printer. So rather than students thinking their work is correct and subsequently printing activities littered with errors, the teacher can assess their work first by using the monitoring feature from their teaching position. This saves both the

rainforest and wasted paper and ink.

Internet safety for students has become a top priority and schools are becoming the mechanism to educate parents about this topic. LanSchool offers a version for parents with all the monitoring features of the full version for up to three computers. This makes controlling the internet across a home network far more user friendly than the standard solutions that come with routers and operating systems.

The more savvy student may delete any browser history but LanSchool can prevent the students from doing this. In future, LanSchool will be developed to be compatible with iPhone OS4 and the iPad. With the growing need to control mobile devices and smartphones, could this offer a viable solution?

Given this is a time when we are unsure of budgets for the forthcoming year, LanSchool has priced itself competitively and comes with a three year email and telephone support package, and also includes any upgrades in the next three years for free. This makes it a very attractive classroom management solution.

ICT

8/10



Retail  
businesses

Houses  
of worship

Auditoriums

Hotels and  
restaurants

Large and multi-  
purpose venues

Conference  
rooms

## Professional sound in your professional world. High Quality, Simple, Integrated Solutions.

More than ever, sound matters. In today's unforgiving climate, businesses and organisations are recognising that high levels of audio clarity, fidelity and controllability can bring gains in both operational efficiency and competitive advantage.

But if quality sound is important for your business, you must be sure of securing the right solution. Fulfilling the entertainment and communication needs of businesses large or small, and in widely varying fields, is a brief that Bose is uniquely equipped to meet.

**Contact us now to arrange a free, no obligation demonstration, and find out how Bose quality sound will be good for your business. Call 0870 741 4500 or email [uk\\_pro@bose.com](mailto:uk_pro@bose.com) or visit our website [www.bose.co.uk/business\\_solutions](http://www.bose.co.uk/business_solutions)**



### BOSE® PROFESSIONAL SYSTEMS DIVISION - COMPLETE COMMERCIAL SOLUTIONS

Customer  
focus

Acoustic  
design

Listen before  
you buy

Project  
management

Products and  
accessories

Installation  
services

After sales  
services

**BOSE®**  
Better sound through research®

# OF COURSE IT'S NOT LIKE YOUR COMPUTER AT HOME



There are many phrases that we technical types find annoying when trying to explain a previously reported problem to users, but none more so than ones that run along the lines of, "But my computer at home doesn't do this!" or "I can do this on my computer at home, so why not here?".

So to put your minds at rest I'm going to give you the answer and it's quite simple: Because you're not at home, and neither is the computer you are working at. Your home computer does not have to live alongside 500 other PCS, many with differing specifications and operating systems. You don't have to allow 1,200 other users share your computer at home with the risk that any one of them could introduce a virus or malware onto your system at any time, regardless of the security measures you have put in place.

Your home computer updates when you want it to, but we have to ensure that all of the operating system, anti-virus and

application patches deploy on schedule, on demand with no errors, first time, every time, and we work our hardest to ensure that logons, logoffs, print jobs, access to email, user areas, internet access, classroom and school management systems work first time, every time.

Trust me when I say that getting all of these (and more) functions working together correctly is no easy task. Yes, things go wrong, but many of you will be shocked to find that when they do, it is often not the fault of the IT staff but the systems themselves. Finding solutions to these problems is often time consuming and involves research and practise before implementing, which is why it often takes a great deal of time to 'fix', however small problem you have reported.

In part this problem has been created by software companies and suppliers pushing products that just 'work'. Often long demonstrations and presentations are given, showing happy, smiling workers sitting in front of computers and doing

exactly what they want with the computers – faultlessly. What they don't tell you is that to enable this nirvana-like computer experience your technical staff will have to wade through a 1,000 page manual, set up test systems and then install, implement, and support it, often without being consulted as to its appropriateness to the school's IT environment first.

Given that the educational software industry is divided between some large, reputable companies that spend bucket loads of money on research and development at one end and small one and two person operations working out of a spare bedroom at the other, it is hardly surprising some products are viewed as 'flaky'. Yet it is usually IT support staff who get the blame for inadequate products not functioning as they should, rather than their creators.

And here is the catch, the thing that many of you will be quite surprised to hear; there is no place, no course, no school or college or university that teaches us how to do this. There are manufacturers' courses dealing with how their particular operating systems, software and hardware work (which many of us have to pay for ourselves as some school seem reluctant to pay for courses for 'non-teaching' staff). In the main, though, we have to teach ourselves the skills we require, usually in our own time, at our own expense.

What the average school, and indeed, business, network contains is a hodgepodge of disparate systems all trying to work together. Our skills lie in being able to investigate, identify and implement technical solutions with almost zero training on the systems involved. So when you have a problem at school, please don't compare it with your computer at home. Home computers are easy.

ICT

Chris Byers is founder and CEO of edugeek.net, the online forum and resource for schools' technical staff – see [www.edugeek.net](http://www.edugeek.net)



PROJECTION

Copyright 2010 NEC Display Solution Europe GmbH. All rights are reserved in favour of their respective owners. The document is provided "as is" without warranty of any kind whatsoever, either express or implied. Errors and omissions are accepted.

## NEC COMBINE ULTRA SHORT THROW PROJECTION WITH 3D CAPABILITY FOR THE ULTIMATE CLASSROOM SOLUTION

Schools looking to update their classroom IT now will be making a sound investment for the future as NEC Display Solutions launch the ultimate in Short Throw Projection. Through innovative technological development, the four new Ultra Short Throw projectors deliver the ultimate classroom tool by combining interactivity with 3D visualisation to ensure an unsurpassed learning experience for students.



See More at [www.nec-displays.co.uk](http://www.nec-displays.co.uk)  
or call now +44 (0) 870 120 1160

Empowered by Innovation

**NEC**



...the learning platform with endless possibilities

Give **your** school the jump  
it needs and **improve**  
your **learning** ability...