New school – Berewood Primary page 7

Business Partner Team is relaunched page 4

Twitter for educators pages 22-23

eLearn eTeach publishes new training directory page 6
Welcome to the Spring edition of Hampshire IT’s termly publication for schools.

Spring marks new beginnings, so it’s appropriate that we have several items about new beginnings for you in this edition.

First up is the relaunch of our Business Partner Team. As of this term, every Hampshire school has its own dedicated account manager, who will contact each of “their” schools on a regular basis. Our service to schools is predicated on building two-way relationships between the Council’s IT department and the schools we are here to serve. Please see pages 4-5 for details.

The next new thing is our 2015 training directory, which offers a wealth of SIMS, digital literacy and curriculum courses. It also includes two dates for your diary: 19 June for what we hope will be the first of many secondary curriculum conferences and 2 July for our annual primary curriculum conference.

That’s on page 6 and the back cover. Turn over to page 7 for details of how Hampshire IT worked with new school Berewood Primary, a member of the University of Chichester Academy Trust, as part of a massive investment by the Council to create 8,000 new school places over the next three years.

There is of course much more besides, including articles written by people making use of ICT to achieve excellent outcomes for Hampshire children.

I am sure you will find these interesting and that they will inspire you to share your own stories and ideas through our pages.

Nick Davey, Lead Business Partner
Hampshire IT

Contacts
For comments and suggestions about the magazine, please contact the Editor, Barbara McSweeney: tel 01962 667821, email barbara.mcsweeney@hants.gov.uk

For all other inquiries, please contact the IT Help Desk, tel 01962 847007

Extra copies
If you would like extra copies of Hampshire IT Schools, please call the IT Help Desk on 01962 847007. Or use the form at: www.hants.gov.uk/contactit

Format
If you need this information in a different format, please call the IT Help Desk on 01962 847007

Previous issues
Download this and previous issues at www.hants.gov.uk/itschools-newsletter

Contributors
Andy Burford, Liss Junior School and P/SICATS Chair
Emma Goto, University of Winchester
Gavin Jarratt, Brighton Hill Community School
Renate Tracy, Hampshire IT
Stephan Chapman, Hampshire IT
Steve Riddle, Hampshire IT
Sue Savory, Hampshire IT
Tim Clarke, Cornerstone C of E Primary School
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eLearn eTeach, Hampshire IT's training unit, has a new logo - a fresh, contemporary look for 2015. Look out for it on this year's training directory.

Copies of the directory are available in school, at events or on our eLearn eTeach website pages: www.hants.gov.uk/elearneteach

IT Help Desk 01962 847007
Hampshire IT has delivered an account management function to HSS and some secondary schools for several years. Generally this has been well received and has played an important part in helping us to shape our schools IT services and ensure they remain fit for purpose.

To ensure we continue to provide a high quality service, we took a good look at the Business Partner Team in the second half of last year and developed it, leading to a relaunch of the account management service at the start of 2015.

What is account management for?

Account management is about maintaining good customer relationships. It enables us to review our service performance to individual schools, update them on key developments and, more importantly, listen to their feedback and local IT requirements to better inform ongoing and future service delivery.

Account management does not replace standard IT reporting processes; schools should continue to log their support and other queries with the IT Help Desk as usual to ensure all calls are logged and trackable. However, the school’s named account manager will be an escalation point if the standard processes fail to operate in any way.

What can schools expect?

Schools will have a named account manager who will contact them via a combination of phone calls, school visits and emails. The account managers will record their contact with schools and maintain a running actions list as appropriate. They will also oversee annual service renewals and billing and assist schools in identifying IT needs and possible solutions.

Below is the type of contact schools can expect to receive:

<table>
<thead>
<tr>
<th>School type</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hosted School Service (HSS) school</td>
<td>Two visits a year plus monthly telephone check</td>
</tr>
<tr>
<td>Non-HSS primary school</td>
<td>Termly telephone check plus visits by exception</td>
</tr>
<tr>
<td>Non HSS secondary school</td>
<td>One visit a year plus termly telephone check</td>
</tr>
<tr>
<td>Non HSS special school</td>
<td>One visit a year</td>
</tr>
<tr>
<td>We will also provide at least one yearly update to each Primary District Headteachers’ meeting.</td>
<td></td>
</tr>
</tbody>
</table>

This article was provided by Business Partner Steve Riddle, who leads the Hampshire IT’s Schools Business Partner Team, delivering account management, LA SIMS coordination, the Hosted Schools Service (HSS) pre-sales service and SLA development and billing.

Steve’s team also includes SIMS specialist Renate Tracy (more info on Renate’s role in the Summer edition), and team support is provided by Karyn Jefferson (Admin) and Sue Whittaker (HSS).
Meet Hampshire IT's Schools Business Partner Team

Alex Doyle  
Account Manager

Renate Tracy  
SIMS specialist

Clare Ryan  
Account Manager

Pete Bancroft  
Account Manager

Sean Pollard  
Account Manager

Steve Riddle  
Schools Business Partner

Karyn Jefferson  
Admin Officer

Gordon Thompson  
Account Manager

Sue Whittaker  
HSS Support Officer
Copies of the eLearn eTeach 2015 training directory have gone out to schools, and online versions are available from the www.hants.gov.uk/itschools page. Lists of the courses will appear on the website in due course at www.hants.gov.uk/trainingcourses.

In the meantime though, here are some courses to take you up to end of March. For more details and booking form, please see the above web page.

<table>
<thead>
<tr>
<th>Date</th>
<th>Length</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 March</td>
<td>Full day</td>
<td>SIMS Lesson Monitor – gathering data that can be used to monitor and ultimately improve student achievement on the basis that students with low attendance at lessons will be at a considerable disadvantage</td>
</tr>
<tr>
<td>4 March</td>
<td>Part day</td>
<td>SIMS Assessment – Reporting to Parents (Primary) – creation of Individual Report Templates</td>
</tr>
<tr>
<td>5 March</td>
<td>Full day</td>
<td>SIMS Attendance Data Analysis for SIMS Attendance Officers</td>
</tr>
<tr>
<td>10 March</td>
<td>Full day</td>
<td>Nova T6 – constructing the Timetable (Workshop) – for timetablers</td>
</tr>
<tr>
<td>11 March</td>
<td>Full day</td>
<td>SIMS Attendance – includes legislative and management issues</td>
</tr>
<tr>
<td>12 March</td>
<td>Full day</td>
<td>Tracking Pupils’ Progress Using SIMS Assessment – this second SIMS Assessment course develops skills in creation of more advanced features, such as Tracking Grids and Grids analysis</td>
</tr>
<tr>
<td>18 March</td>
<td>Full day</td>
<td>Building Assessment Graphs for Analysis in SIMS Discover (Primary)</td>
</tr>
<tr>
<td>25 March</td>
<td>Full day</td>
<td>Managing Mocks in SIMS Exams Organiser</td>
</tr>
</tbody>
</table>
Berewood school, which officially launched in November with a week of celebrations, is set in the heart of the West of Waterlooville development area and was designed in consultation with the local community. Funded with £1.2 million investment from the County Council and £6.8 million developers’ contributions, the school gates opened on 8 September 2014 for the first sixty pupils in Reception to Year 6. In time the school will grow to provide 420 places for 4-11 year olds.

The school, a member of the University of Chichester Academy Trust (CAT), is set within a landscaped site of over two hectares and has playing fields, a hard playground, a range of climbing and balancing equipment and areas for quieter activities. Early Years classes have their own large, enclosed outdoor space, while an enclosed courtyard at the centre of the school creates a natural space for outdoor learning.

Inside accommodation includes 14 classrooms, four group rooms, a staff room and offices, while the main hall has been designed as a flexible area that can be used for assemblies, as a dining hall, a performance space and a gymnasium. Some areas will be available outside school hours for use by the community. At the heart of all this is a state-of-the-art IT and learning resource centre with the school using a mixture of Windows and Apple devices, commissioned by the CAT.

Hampshire IT has a proven track record of delivering high quality IT provision including HPSN2 data connectivity, Hosted Schools Service (HSS) as well as full SIMS support. In addition Hampshire IT has set up a federated hosted PS Financials service for the academy trust so it can securely manage finances across all its member schools.

With the scale of the activity needed to get the school built, kitted out and up and running, ready to open the doors, there were a number of significant challenges, particularly around getting the IT connectivity in place, tested and working to meet the needs of the school. The County Council’s IT, Property and Children’s Services departments worked closely with the CAT and the school to ensure the school could function from day one.

The experience prompted Berewood Headteacher Sue Patrick to say: “All the team worked really hard for us, and it was a pleasure to work with them. We are fortunate to have the benefit of the latest IT facilities for both children and staff.”

Hampshire County Council is investing around £149 million to create 8,000 additional primary school places over the next three years.

Some of these places will be in brand new schools, such as Berewood Primary, while others will be in existing schools, which will be enlarged and enhanced, ensuring pupils and staff across Hampshire have the best possible teaching and learning facilities.
Internet safety
An e-safety service from Hampshire IT, plus advice about rising social media app Yik Yak by Business Partner Steve Riddle

Flexible web filtering

More and more schools seek the ability to locally regulate which websites are accessible within their own establishments. Indeed many schools also want to restrict certain websites to specific user groups whilst still making them available to others. For example, you may want staff to access YouTube but block it for students.

This is possible with Hampshire IT’s Flexible Web Filtering (FWF) service, available as part of HPSN2 and based on the industry standard, Bluecoat filtering software.

Some sites are already globally blocked by Hamphire IT for all users. Typically these are sites containing highly explicit content, promoting violence and terrorism etc.

Flexible Web Filtering applies to all other content, with control delegated to individual schools.

FWF is available at two levels:

- High level filtering, where sites are blocked/unblocked for all users in the same school
- Active Directory integrated filtering, where schools can deliver a more granular level of filtering between different user groups, year groups, classes, etc, all the way down to individual users, if required. Several schools already use this option to differentiate web content access between staff and student groups.

FWF is available to schools as part of the full HPSN2 data connectivity service so there are no additional ongoing costs for the high level filtering option. However, there are some small additional setup costs for the Active Directory integrated option (typically half day consultancy), and some schools may need an additional device depending on their local IT infrastructure.

Devolving local web content access management to individual schools via FWF is also in line with current Ofsted e-safety guidance for teaching students about acceptable Internet use and behaviour and providing boundaries for those who overstep the mark.

Apply for FWF by completing the application form on the HPSN2 web page www.hants.gov.uk/fwf

You should receive the service within ten working days.

Further advice is also available from the same web page.

Yik Yak

You may already be aware that anonymous social media app Yik Yak was a threat prevalent in schools last term. The app, which is increasingly popular, provides users with a way to anonymously post views and opinions onto a public forum visible to those within a ten mile radius, due to its use of GPS location data. Yik Yak has been dubbed "a bulletin board for your area".

Fortunately it is possible for schools to request a 1.5 mile radius geofence around their site.

The risks of Yik Yak are obvious, and the app is already being misused by some young people as a way of posting abusive and insulting comments about their peers. Not only is this deeply offensive and unreasonable behaviour, but it is also breaking the law.

Whilst YiK Yak is already blocked on devices linked to the internet by HPSN2, schools need to be aware that the HPSN2 filter cannot control access from any 3/4G-connected device used within the school.

HCC advised schools last term that students should be reminded that there is no way to be completely anonymous on any social media site. Sites have a duty of care to pass on the details of computers
The ICT Network Managers Group was set up nearly ten years ago to share knowledge, ideas and information in order to help with those everyday ICT tasks done in schools. It consists mainly of ICT Network Managers and ICT Technicians from secondary schools but it is also open to those involved in ICT in the primary phase.

We meet once a term for updates from Hampshire IT and to cover recent topics from the NetMan mailing list. We have an average attendance of 35 people. The group is constantly evolving and open to new ideas. We introduced a couple of suppliers at our last meeting, which was very successful. We ask suppliers not to do a presentation but to be there to support and to be available during and after the meeting. We hope to continue to develop this in future meetings.

We try to hold these meetings centrally in Hampshire so that we get optimum attendance. Thanks to Cranbourne, Kings, Romsey, Perins and Thornden schools, which have previously hosted these meetings. We know the hard work that is needed. We ask all attendees to pay £1 towards the cost of refreshments.

We request those people who are confident to pre-present at the meeting to share their experiences from hot topics from the NetMan mailing list – the heart-ache, pitfalls and successes – with Q&As afterwards, so that the rest of the group can learn from this.

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We hold an open forum section as part of the meeting so that any member may ask the group a question, with answers and recommendations from others. These questions can be put forward before the meeting, if they wish.

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We want the group to continue to expand, so if you are interested and need any further information, please contact me: gjarratt@brightonhill.hants.sch.uk

Gavin Jarratt, Network Manager
Brighton Hill Community School, Basingstoke
So what’s new....
in SIMS?

Hampshire IT delivered the Autumn 2014 release of SIMS to schools at the end of last term. This latest upgrade delivers a range of enhancements and new features designed to support leaders, teachers and administrative staff with managing the vast array of changes they face, including changes to the new curriculum. Here are the top highlights.

1 New SIMS School Report

This feature provides an analysis report giving an instant overview of your school, based on the latest data held in SIMS. It provides school management teams with key information about attendance, behaviour, attainment and progress, grouped by EAL, FSM, Pupil Premium, Looked After and a host of other measures.

This really is one feature not to be missed. Senior managers will find this report to be the single most important strategic analysis tool at their disposal. Use it to identify areas of strength and weakness and support decision-making. Compare the current school status with historical information held in RAISEonline reports and to easily gather information during inspections.

Naturally it’s reliant on the quality and accuracy of your data held in SIMS, so keeping SIMS up-to-date on an event-driven basis remains a high priority.

Access it from the menu bar in Reports | School Report. The report can be viewed in either short or long versions, and it can be exported in different formats so information can be shared with your key stakeholders.

Don’t forget to add this new report to your ‘Favourites’ to find it easily next time.

Please note: if you have created your own SIMS marksheets and didn’t use Capita SIMS Aspects, you will need to use the new Assessment Mapping Tool so the School Report can identify where your assessment data is stored. We will be producing specific guidance notes on using this feature this term.

Please share this information with colleagues who use these areas of SIMS. For full details see the release notes: http://intranet.hants.gov.uk/sims-autumn2014
2 Examinations

A new feature in Examinations is the Grade Integrity Report, which is now available in SIMS Examinations from Tools | Examinations | Edit PI Data. It runs automatically from the Edit PI Data page when any grade changes have been made in Examinations and the data is collated again.

3 Enhanced Quick Search

SIMS has also enhanced the Quick Search to make it even quicker and easier to find information. Did you miss it the first time round? The Quick Search facility helps you save time when you need to find pupil details, a birthday, a car registration or a particular home or email address.

It’s so much easier now because the need for hashtags has been removed, and you can now search for things in plain English, for example ‘Year 7 Boys’ instead of ‘#Y 7 #M’. Try out Quick Search when you next need to find something!

This video will explain how to use it in more detail: www.capita-sims.co.uk/media/did-you-know-you-can-save-time-enhanced-quick-search-sims

4 SIMS Learning Gateway

In line with functionality already available in SIMS, there is a new Marksheet Summary in SIMS Learning Gateway with the Autumn 2014 release. This provides an overview of the Marksheet content. There are also improvements to the Homework functionality and the Data Collection Sheet wizard.
SIMS Future Developments

Capita have advised us that they expect the Spring 2015 upgrade to be released to local authority teams in February or March 2015. At this time we have limited information on the content, but we have learned of several developments, including:

1. SIMS School Report
   Following on from the launch of the School Report with the Autumn 2014 release, there will be further enhancements in the Spring 2015 upgrade that will include:
   - Assessment Key Performance Indicators for EYFS, KS1 and KS3
   - Lesson Attendance to complement the statutory registration sessions and Additional Needs information
   - New setting to enable selection of a start date for the report alongside functionality to produce a report with data from previous academic years, which will allow year on year comparison.

2. SIMS Examinations A2C changes
   The forthcoming year will see a focus on the work required by the Joint Council for Qualifications A2C project to ensure SIMS Examinations takes account of planned changes to the operation of the exams system. Capita have an extensive plan, with the first phase pilot being in Spring 2015 and the final release in Autumn 2015.
   The three releases will deliver:
   - Spring 2015 pilot – import the catalogue
   - Summer 2015 pilot – make exam entries
   - Autumn 2015 final delivery – import results

3. SIMS Teacher App
   There has been lots of interest since SIMS announced their move into the dynamic world of tablet devices and unveiled their plans for the SIMS Teacher app. If you went to Bett in January and visited the Capita SIMS stand you would have seen at first hand what all the excitement was about. For those who were unable to go, a list of the main features follows.

   **Please note:** Hampshire IT is waiting for an evaluation copy of the SIMS Teacher app, and we have some work to do before it can be made available to schools. Capita have also announced there will be an additional per pupil annual charge for the app but no one-off licence fee. Look out for further updates from us about this.

   **Registration made simple**
   The SIMS Teacher app makes it effortless for teachers to record attendance data for every pupil.
   It already knows which class you’re in and displays your pupils. Quickly record present, absent, late marks or school defined codes with a few simple taps so that you can get back to your class. If you need to mark a pupil late, the app automatically indicates the current number of minutes past the class start time.
See an overview of every pupil
Contact information and conduct can be viewed with each pupil profile, along with relevant medical and dietary information. A teacher can see at a glance if the pupil has been awarded Behaviour or points in a previous class that day.

Assessment, achievement and behaviour
By tapping a pupil’s picture a teacher will be able to award Achievement or Behaviour points. The app records the correct number of points for each type. Teachers will be able to quickly and easily access Assessment Marksheets and then enter grades, comments and marks.

Check your timetable
The SIMS Teacher app allows teachers to check their timetable, wherever they are. They can also view the timetable for a pupil to see which lesson they should be in, view other teachers’ timetables to arrange ad hoc cover and even take another class’s registration.

Away from school
With the SIMS Teacher app teachers can access important pupil data, such as emergency contact information, away from the school buildings. They can also take the register while on a day trip or in the school playground.

Did you know...

....you can create Pupil Progress Reports for Parents automatically from SIMS Assessment?
This process will allow you to design and generate reports for individual pupils in Microsoft Word. The report template can include the school letterheading and logo.

Each report template can be created with your own design and layout, adding and removing items as needed. You can even have graphs showing results and targets, and these can be across years or terms as required.

Once the template is created it’s ready to be used and printed at the press of a button. The final reports can show the information for the individual pupil, including attendance percentages, current attainment, targets and progress. It can also draw information from within Behaviour.

All this information is automatically gathered from the relevant areas of SIMS, where data has already been recorded, saving many hours of manual production of progress reports. Here’s one example:
Hampshire IT consultants have been working with Capita SIMS and Hampshire Inspection and Advisory Service (HIAS) to develop a series of resources for primary schools to use in SIMS to track pupil progress without using the old national curriculum Levels. As we are all aware, this is to support schools with the changes in Government policy associated with:

- removal of Levels
- freedom to assess differently between Key Stages
- new programmes of study
- new reporting frameworks

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness and to inform Ofsted inspections.

SIMS Assessment Suite is extremely flexible, and this has allowed us to provide a suite of resources to support the changes and help schools to track pupils' knowledge, skills and understanding against the national curriculum programme of study.

The resources available to schools are a series of mark-sheets, analysis grids and analysis reports for reading, writing and maths that are linked to the programmes of study and that enable teachers to make a judgment on key objectives in each year.

Schools that have already purchased the current version of the Hampshire Assessment and Analysis Toolkit will automatically receive these new resources.

For those schools that have been waiting for these new developments and do not have the current system, we will be launching the new service at the annual SIMS Seminars in March 2015, where you will be able to see the new system.

Please make sure you have booked your places on the primary sessions, for which there is a choice of dates and venues:

- **Tuesday 3 March 2015, at the Apollo Hotel, Basingstoke**
- **Wednesday 4 March 2015, at the Marwell Hotel, Colden Common**
The SIMS Home Page is displayed automatically each time you log into SIMS and provides an overview of the key content in your SIMS system, such as your timeline, the School Diary, your messages and group summary information (attendance, conduct and assessments). By default, the My Timeline and School Bulletin widgets (panels) are displayed but further panels can be added or removed as required, depending on whether any locks have been put in place. For more information, please contact your System Manager/Administrator.

Many of the widgets can be configured to display information relevant to your role in school. For example, a Head of Year might choose to display assessment results by registration group, whereas a Head of Department might display assessment results for all Maths groups. For more information on using the SIMS Home Page, please refer to the Configuring and Using the SIMS Home Page mini guide.

My Timeline Widget
Applicable to Class Teachers and Teaching Assistants in Primary/Secondary schools only
In Primary schools, the My Timeline widget displays the name of your class on a timeline, organised into AM and PM sessions. In Secondary schools, the timetable for the current user is shown. Right-click options are available from the timeline.

School Bulletins Widget
School bulletins can be published by users with School Administrator or Administrative Assistant permissions. Once published, they can be opened and viewed by all SIMS users.

NOTE: If the number of published bulletins exceeds the number that can be displayed in the School Bulletins widget, the More hyperlink enables access to the additional bulletins in full screen mode.

Summary Widgets
The Attendance Summary, Assessment Summary and Conduct Summary widgets display information for one or more selected groups over a defined period of time. For attendance and conduct summaries, the view can be toggled between a chart and a data table. Multiple instances of summary panels can be displayed on the Home Page, enabling you to view information for a range of groups and time periods.

My Scheduled Reports Widget
The My Scheduled Reports widget is used to display any reports that you have scheduled to run automatically.

Favourites Widget
To facilitate navigation in SIMS to areas that you visit most frequently, SIMS monitors and records the most commonly accessed functional areas and provides them as shortcuts via the Favourites widget. Shortcuts to menus, reports (marked as Favourites in Reports | Run Report), individual pupil/students and marksheet are provided.

My Detention Sessions Widget
Any detention sessions for which you are the main staff member assigned are displayed in the My Detention Sessions widget.

My Messages Widget
Any messages sent to you by other SIMS users are displayed in the My Messages widget. Click anywhere on a message line to display its content in the Read Message dialog. Messages can then be printed, deleted or replied to.

My Reminders Widget
SIMS can be configured to generate a reminder to advise users of forthcoming deadlines, e.g. free school meal eligibility, medical events, SEN reviews, etc.

Each SIMS user can specify the reminders they want to set and the number of days prior to the event occurring that the reminder should be generated and sent to the applicable member(s) of staff. The reminders are displayed in the My Reminders widget on the SIMS Home Page. The date the reminder was Sent, the Subject line and the Read status is displayed.

School Diary Widget
The School Diary is used to record and display any school events that occur during the course of the academic year. These might include school trips, training days, staff meetings, parent consultation evenings, etc. Any school events are displayed in the School Diary widget.

Missing Registers Notification Widget
Applicable to users with Attendance Manager permissions only
It is possible to display a list of registers that have not been completed within a specified number of minutes after a lesson or session starts. The period of time after which notifications will be displayed is defined as part of the widget configuration process.

It is also possible to access the registers to complete missing marks.

The Missing Registers Notification widget displays any registers that have not been completed after a defined period of time (e.g. 10 minutes after a lesson or session starts). Any missing or incomplete register is displayed in this panel. The panel displays details of the registration tutor/class teacher, the session or lesson, the room, date and period.
The SIMS Home Page can be configured to display information relevant to your role. Working from left to right, panels (widgets) are added in the next available space on the Home Page. Where no space exists to the right, it is placed in the next space available on the next available row.

The content of the Grid can be configured. For example, a Head of Year may wish to display conduct information by registration on the next available row. The panels assigned to each Home Page group can be locked to ensure that users cannot remove them from their Home Page. This functionality can also be used to prevent users from displaying additional panels on their Home Page. If you cannot add or remove panels, please contact your System Manager/Administrator.

Did you know?
- Your Home Page widget configuration is retained when your SIMS system is upgraded.
- Changes to your Home Page widget configuration do not affect the Home Page display of other users.
- Widgets can be removed by clicking and dragging them out of the Grid.

Configuring the Grid Panel
1. Click the Configure button at the top of the SIMS Home Page to display the Configure Home Page dialog.
2. To adjust the Grid size, click the up or down arrows in the Number of Additional Panels section.
3. To effect the change, click the Configure layout button. Reducing the number of panels to less than the number that has been selected for display causes a confirmation message to be displayed. Click the Yes button to confirm.
4. Click the OK button to save the changes and return to the SIMS Home Page.

Adding Panels to the Home Page
1. Click and drag the required panel in one of the left-hand panels into the required position on the Grid. For multi-use panels, repeat this as many times as necessary.
2. Repeat step 1 until all of the required panels are displayed in the Grid.
3. Click the OK button to save the changes and return to the SIMS Home Page.

Removing Panels from the Home Page
1. Click the required panel in the Grid then click the Remove Panel button.
2. Repeat step 1 until only the required widgets are displayed in the Grid. To remove all widgets, click the Remove All button.
3. Click the OK button to save the changes and return to the SIMS Home Page.

Increasing the Size of Panels on the Home Page
Many of the panels on the Home Page can be maximised so that they are displayed as a separate page, providing a larger viewing area and access to more items in a list.

1. Click the Maximise button in the top right-hand corner of a panel to enlarge the panel to a full screen display.
2. Click the Restore button on the expanded page to minimise the page back to a panel.

Returning to the Home Page Defaults
You can revert to the widget layout defined by your Home Page group by clicking the Default Setting button. Before using this functionality, please contact your System Manager/Administrator.

Changing the Panel Order
With the exception of My Timeline and School Bulletins, widgets can be re-arranged, enabling you to position those deemed the most important, or most used, at the top of the Home Page.

Click and drag the panel you want to move into the new Grid location, causing the panels to swap position. Repeat as necessary then click the OK button.

Setting Panel Refresh Rates
The panels on the Home Page refresh automatically, updating the information after a set period of time. Each panel refreshes individually, and this is indicated by a rotating Refresh icon.

Some of the panels refresh at a fixed rate, while the refresh rate of other panels can be set individually.

1. Click the Options button on the required panel then select Configure from the pop-up menu.
2. Enter the required Refresh rate then click the OK button to confirm the setting. The amended refresh setting comes into effect immediately.

WARNING: Careful consideration should be given when adding panels to the Home Page. A number of these panels have frequent refresh rates, so a large number of panels displaying on several workstations could lead to performance issues. All areas of SIMS may show a reduction in performance as a consequence.
Accessing the Register

Via the Home Page

To access a register, double-click the AM or PM session to display the Take Register page.

NOTE: Right-clicking a session provides access to the register, class list, marksheets, profile list entry and class photos.

Via the Focus Menu

Select Focus | Attendance | Take Register or click the Take Register button to display the Select Class browser.

Ensure that the required date is displayed, then double-click the AM or PM session on the timeline to display the associated register. The current session is highlighted by default.

Taking the Class Register

For more detailed information about the recording and monitoring of statutory session attendance and punctuality, please refer to the Managing Pupil/Student Attendance handbook.

Displaying Additional Identification Columns

Right-click the Name or Reg column heading then select DOB (Date of Birth), Gender, Year, Admission Number, SEN, Behaviour today or G&T (gifted and talented) from the pop-up menu.

Add a basic achievement or behaviour incident record by right-clicking a pupil’s name and selecting the required option.

For more information, please see the Recording Behaviour and Achievements section (below).

Right-clicking a cell provides you with shortcuts to commonly used functionality.

Recording Behaviour and Achievements

For convenience, you can create a behaviour incident or achievement record for one or more pupils on the fly from the Take Register page. A basic record is created with minimal details recorded. This enables you to record an event in a timely fashion, where you may not have time to fully complete the record(s) on the register.

1. Right-click one or more pupil names on the register then select Add Behaviour or Add Achievement from the pop-up menu.

2. From the sub-menu, select the behaviour or achievement type that the selected pupil(s) was involved in. A message informs you that a record has been created. The record(s) can now be completed in your own time, via Focus | Behaviour Management.

NOTE: This functionality is available only if behaviour incidents or achievements have been made available for selection on the register, via Tools | Setups | Achievement Type and Tools | Setups | Behaviour Type, highlighting the required types then clicking the Register button.

For information on creating a full behaviour or achievement record, refer to the Recording Behaviour and Achievements Quick Reference Sheet.

Editing Saved Marks

The Preserve/Overwrite button is a toggle that enables saved marks to be overwritten or preserved as required.

The Preserve option is displayed on the button by default. This ensures that existing marks are protected.

Before editing saved marks, ensure that the Overwrite option is displayed on the button. Marks can be entered via the keyboard or by selecting from the Codes dialog.

Using the Codes Dialog

1. Ensure that the cell in which you want to enter a mark is highlighted.
2. Click the Codes button to display the Codes dialog.
3. Double-click the required code to populate the highlighted cell. The Codes dialog remains open, enabling other marks to be selected.

Entering the Same Mark for All Pupils in the Class

Click either the AM or PM column heading to select all cells in that column, then enter the required mark.

Viewing Individual Attendance Records

Highlight the pupil’s name on the register.

Click the Links button down arrow and select Attendance to display the Student Marks page.

NOTE: An Attendance Summary for the class can be added to your Home Page by selecting the Configure button on the Home Page.

Viewing Individual Assessment Records

Highlight the pupil’s name on the register.

Click the Links button down arrow and select Assessment to display the Student Assessment Results Detail page.

3. Click the Result Date column heading twice to view the assessment data in date order, with the most recent at the top.
Selecting and Completing an Assessment Marksheet

1. Select Focus | Assessment | Marksheet Entry or click the My Marksheet Entry button to display the Find Marksheet browser.

2. Enter the Template Name and/or click the Search button.

3. To filter the view using groups and/or categories, click the Select Group or Select Category Browser button, select the checkboxes of the required groups or categories then click the Apply button. Click the Search button to refresh the display. If you select more than one category or group, only marksheets that belong to all selected categories or groups are displayed.

4. Double-click the required marksheet to display the Marksheet Entry page.

5. Change the marksheet display, if required, e.g. column widths, order, show/hide browser, additional pupil detail columns, etc.

6. Enter results as required.

   To enter the same grade for every pupil, right-click the required column heading and choose Select Grade for Column then select the required grade and click the OK button.

   To enter the same value for every pupil, enter a value in a cell, right-click the cell and select Copy Value then right-click the column heading and select Paste Value into Column.

7. Click the Calculate button to calculate any formula columns.

8. Select the Data entry for this Marksheet is complete check box, located in the Basic Details panel (not shown), so that the marksheet creator knows that you have finished.

9. Click the Save button.

Aspect Types (i.e. Types of Result Entry)

There are five types of aspects (results) that can be entered into a marksheet:

- Marks (Decimal) - e.g. 82.5, 56.5, etc.
- Marks (Integer) - e.g. 52, 67, 89, etc.
- Grades - e.g. 2c, 2b, 2a, etc.
- Age - in years/months, e.g. 11/6
- Comments - 1000 characters available

The method of entering these results is similar for each type. Ensure that the appropriate result type is entered for the column.

If you are unsure of the type of result expected, right-click the appropriate column heading and select View Aspect Details from the pop-up menu to view information applicable to that column.

Click the Close button to return to the marksheet and enter the appropriate data in the cells for that column.

For more information, please refer to the Administering Assessment handbook.

Viewing the School Diary

School events, including term dates, half-term holidays, public holidays and events such as school trips, training days, staff meetings, etc. can be viewed in the School Diary panel on the SIMS Home Page (Focus | Home Page).

The School Diary can also be accessed via Focus | School | School Diary or by clicking the School Diary button.

The view of the School Diary can be altered to show events by Day, Week or Month by clicking the appropriate button.

To locate today's date on the calendar, click the Today button.

Click the Action button down arrow to create a new event or edit, create or delete an Academic Year. Alternatively, right-click anywhere on the School Diary to add a new event, e.g. School Event, Public Holiday.

Click the Print button to produce the Diary Events List report.

The School Diary for any previously defined academic year can be viewed by clicking the Tree button. This displays any previous academic years in a tree structure on the left-hand side of the screen. Expand the required year and select the appropriate Term to display its diary. A calendar is displayed on the right-hand side of the screen, which displays the current academic year only.
During Christmas 1981 I spent a lot of time hunched over a Sinclair ZX81 connected to the TV, trying to code a frog eating flies program. Ever since then I have been a fan of computers. In the early days of school computing you had to be a very patient person, waiting for BBC programmes to load from cassette tapes. Today, of course, with good broadband connections, things are much more immediate.

In my office at school a lot of my time is spent working with a computer, and although my typing speed has increased over the years, I am very grateful for Dragon Speak when drafting documents. Having quick access to data has substantially changed the administrative elements of the job and at the same time driven higher expectations of the data schools manage – now every school is expected to have a website with DfE prescribed content!

At school we have used Thin Clients based on Citrix desktops for over 12 years and as such have always had our own ‘cloud’. Our software toolkit has remained very stable, only changing as operating systems are updated or when a new piece of software is developed that is a significant improvement on what we have got. With the increase of mobile computing we have invested in netbooks that can take advantage of Citrix; at the same time we have purchased online management tools which I believe have reduced workload and increased our efficiency. I have been fortunate to visit Bett annually and most years have managed to secure a good bargain for the school as well as attend a seminar or two.

We have really enjoyed blogging; giving our children a global audience is very powerful. We blog weekly with Kafuro Primary, our partner school in Uganda; being able to communicate directly with the children in such a remote part of that country has been a terrific learning opportunity for all. Last summer our teachers took a Roamer to Kafuro and began another phase of our partnership using the floor robot. I am impressed with the rise of ‘free’ applications such as Scratch, the tools on Google Drive, YouTube and the recent move by Sherston to make their Planet Sherston free.

At home I tend to use computers for browsing ebay for Moto Guzzi parts, online shopping and Skyping family and friends. With remote access to school servers I am able to keep up with the day job. However I am beginning to wonder if this may be a step too far, as ease of access to school systems is eating into the weekends more and more for many teachers. Social media is not for me, and we have other ways of e-communication at school which do the job well. Mobile phones are brilliant - Sat Nav for both car and motorbike, web access and a phone all in your pocket.

For me the one major downside of all the online developments is password management. We have been promised that single logins for County systems will eventually become a reality. In the meantime avoiding using the same passwords for all and being creative when creating memorable passwords is a real challenge.

Top software tip: Cars Maths in Motion
There is still a certain amount of anxiety about the new computing programme of study, and many of the concerns raised seem to be based around the language.

In many schools I visit there has been really good practice in the ‘making things happen’ strand of ICT in Key Stage 1 for many years. The new curriculum will simply build upon this practice.

Words that are new to many of us, such as ‘algorithm’ and ‘debugging’, are actually describing concepts children have been learning about in Key Stage 1 for many years.

I also illustrate the typical progression in children’s learning within the programming elements of the new curriculum. It is essential to ensure there is an appropriate level of challenge and clear progression to enable children to achieve their very best.

One way I taught the ‘making things happen’ strand of ICT in Key Stage 1 was through the use of programmable toys. In my schools these were generally Bee-Bots, but in some schools alternative toys, such as Roamer-Too, Roamer or Pro-Bot, are used.

We ensure progression by changing the tasks set rather than the equipment being used. In Reception children generally played quite freely with the Bee-Bots, exploring what happened as they pushed each of the buttons.

As children’s learning progressed they would begin to combine some commands to create short sequences to move them closer to solving their problem. As they progressed, their sequences would become longer, combining more and more steps. Once children were at this stage they would be ready to start to plan the solution to their problem in advance. An algorithm is a plan of the steps you need to go through to solve a problem. When the children planned out their route they were producing an algorithm.

Children love learning long words so they will soon learn to describe their sets of instructions as algorithms. They might produce the algorithm for getting changed for physical education (PE), an algorithm for making a cheese sandwich in design and technology (D&T) or an algorithm for following a route linked to geography learning. In order to ensure children progress in their learning we need to give them trickier problems to produce algorithms for.

If we are setting challenging enough problems children should not be able to solve them correctly first time. Their algorithms and programs should not achieve the desired result when they are executed on the first attempt. At this point we do not want children to just give up. We want them to be resilient learners. This process of running the program, identifying errors through logical reasoning and fixing them is called debugging.

What I have just described really covers the majority of the computer science or programming elements of the programme of study. There have been other changes to the curriculum. However, once again, it is unlikely that the provision will need to change significantly where ICT teaching was already good.

There is a requirement to learn about uses of information technology beyond the school. Again this is not a new requirement. This can be done in many ways. When out and about on educational visits, I talk to children about the technology they see.

The requirement to “use technology purposefully to create, organise, store, manipulate and retrieve digital content” sounds like a small statement. However, this may actually cover much of what was previously taught in ICT. I would still expect to see children using a range of hardware and software to explore and create many different forms of data.
The final statement of the Key Stage 1 computing programme of study concerns e-safety. It is important that we educate children about these risks to help keep them safe wherever they access technology. Learning about e-safety can link strongly to children's learning in other areas of personal, social and health education (PSHE). This learning needs to be threaded through all that we do in schools and must be supported by a strong acceptable use policy in the school.

This acceptable use policy needs to be accessible and written in language that children understand if it is to be effective. Resources, such as the Hector’s World videos on www.thinkuknow.co.uk and the adventures of Smartie the Penguin on the Kidsmart website www.kidsmart.org.uk can be used to develop children’s understanding of e-safety issues.

Within this article I have explored some of the language of the new curriculum and what I would expect to see in the Key Stage 1 classroom in practice. Hopefully this has illustrated that in your school the current provision may be close to meeting the requirements of the new computing programme of study. Please refer to the eLearn eTeach website pages www.hants.gov.uk/elearneteach to identify how you can receive further support if required.

**Light up IT! GIRL POWER needed!**

**COMPETITION DEADLINE EXTENDED**

The deadline for a competition to encourage more girls to consider a career in IT has been extended to Sunday 15 March.

The competition, organised by BCS, the Chartered Institute for IT, and sponsored by Hampshire County Council’s IT department, Hampshire IT, is for teenage students and their teachers. Based around Women in IT: Inspiring the Next Generation, the collected stories of 30 women who have had successful careers in IT, the competition aims to raise awareness amongst students and their teachers of the opportunities available in the world of IT. These are not just in programming but in business analysis, creative web design, project management, customer service, organisational change and service design.

The age range for eligible students is years 10-13, approximately 14-18 years old, and students can be attending a school, college or education centre.

Boys can also enter the competition, which offers prizes of an iPad mini and work experience with Hampshire IT for the winning students and an iPad mini and £100 IT vouchers for classroom use for the winning teacher.

For more details on the competition, including setting up a point of contact at your school, please go to www.bcs.org/category/12271

The e-book, Women in IT: Inspiring the Next Generation, can be downloaded for free from the BCS website and from Amazon.

Emma Goto is a former Advanced Skills Teacher (AST) for ICT who taught in Key Stage 1 and the Early Years Foundation Stage for many years.

Emma lectures in Initial Teacher Education at the University of Winchester: emma.goto@winchester.ac.uk
Twitter for educators

by Tim Clarke, Headteacher at Cornerstone C of E Primary, Whiteley

Tim can be found on Twitter under: @tim_jumpclarke (not his real middle name!)

If you have any questions or comments, you can contact Tim via Twitter or by emailing: T.Clarke@cornerstoneprimary.hants.sch.uk

In June 2014 a group of DHTs/AHTs from Eastleigh Borough and myself set up a new Twitter account, @HantsPrimSLT.

The aim of the account was to enable us to share questions, ideas, projects and latest county/national developments quickly and easily. Previously we had termly meetings but often found that information shared would have been more helpful a few weeks/months earlier.

We use this account to share updates and latest information from the DfE, Ofsted and other sources. Think pieces and research are also shared, and if schools wish to celebrate achievements or announcements, they can tweet using the Twitter handle (@HantsPrimSLT). Ideally we would like as many Hampshire Primary SLT colleagues to follow us as possible. Everyone else is welcome too. If you tweet including the Twitter handle (@HantsPrimSLT), it will be viewable by everyone who follows this account, (403 at the latest count). It can be a fantastic way of schools across Hampshire sharing the fantastic work they do and another way of making links with other schools.

Time issues

Undoubtedly time is always going to be a key issue. It is possible for Twitter to consume more time in your day than is useful, but I have also found it can save a lot of time. I can quickly find summaries of research or projects from others which actually saves my time, and, by building connections, people will often share.

Before smartphones and tablets I would probably not have used Twitter, but I now go online in those five minute lulls during the day (e.g. whilst waiting for a meeting to start away from school or whilst waiting for my youngest daughter to finish cleaning her teeth before her bedtime story – yes, she does take about five minutes, though I’m not sure all that time is spent cleaning teeth.)

Due to it being quick to access, tweets being very short and its interactive nature which allows you to filter out what you don’t need, I find 5-10 minutes once or twice a day is ample time. However I know that other educators on Twitter just check in once or twice a week.

Other networking opportunities include: the HIAS ICT secondary and primary support groups; see http://ict.hias.hants.gov.uk/

www.hants.gov.uk/itschools
Benefits of Twitter for school professionals

- Connect with others involved in education nationally and internationally for a broader view of current issues and initiatives. For example to find out how other areas of the country are managing recruitment, PRP, and judging teacher performance without grading observations.

- Pose questions to gain other views. For example I was recently re-writing a person spec and asked what would be the most important item others would include.

- Regular feeds from organisations like the DfE and Ofsted, with the opportunity to tweet them directly with your views and questions. A number of educators on Twitter campaign regularly to improve education, for example recommending changes to the Ofsted framework. The DfE, Ofsted and some MPs arrange meetings with ‘edu-tweeters’.

- Find links to research summaries or blogs. For example I found summaries of John Hattie and David Yates’ book, *The Science of How we Learn*, which gave me many of the main points without having to read the whole book first.

- Hear about practical tips, ideas and projects that schools around the country are running. I have found this useful if a member of staff asks for some advice or a particular resource. Usually you can give them something useful within 24 hours. Educators on Twitter are mostly very generous and will often share plans and resources as well as ideas. For example I have received copies of whole primary curriculum skills maps based on the new national curriculum from colleagues on Twitter.

- Hear about TeachMeets, conferences and other professional development opportunities for you or your staff. For example I have been fortunate to be invited to a national Primary Leaders conference in London purely through Twitter contacts.

- Promote the work and achievements of your pupils, staff and school. A number of schools now have Twitter accounts for this purpose. Please feel free to look at my school’s: @cornerstonecofe

Organisations and people to follow

Organisations
DFE: @educationgovuk
Ofsted: @Ofstednews
NAHT: @NAHTnews
NCTL: @the_college
National Primary Heads: @NPH_UK

Individuals
@pedagoo
@SLTchat
@UKEdchat
@primedchat

Hampshire individuals:
@Baggiepr
@ianaddison
@MartynReah
@StevePheas
@ChrisChivers2
@davidfawcett27

@miss_mcinerney
@LeadingLearner
@ICTevangelist

@rlj1981
@MissJLud
@tim_jumpclarke

There is a very useful list (compiled by Ian Addison), of educators working in Hampshire at: https://twitter.com/ianaddison/lists/hampshire-people/members. This includes @HantsITschools.

Organisations and people to follow

Online discussions: ‘chats’

One of the most powerful elements of Twitter are the weekly ‘chats’. Based around a key question or focus, which may have been voted on during the week, they only last half an hour. Recent topics include: national curriculum; assessment after levels; PRP; PM; observations without grades… #SLTchat (Sundays 8-8.30 pm) is one of the most popular, with over 14,000 followers. Nicky Morgan hosted it in December 2014, and Ofsted have also hosted it on a number of occasions.

I would also recommend #primedchat (Wednesdays 8-8.30pm), which Nick Gibb hosted in November 2014, and #UKedchat (Thursdays 8-8.30pm). It doesn’t matter if you have not joined in before, or indeed if you have a break for a few weeks or months.

When I started on Twitter I followed these chats for a couple of months, but without contributing, to decide whether it was useful for me. I also found it an invaluable way of finding other educators to follow.

To join in a chat simply type the hashtag (e.g. #SLTchat) into the “Search Twitter” box, and then, when a list of tweets appears, click on “all” to see all the comments that everyone is making.
A wealth of practical courses aimed at enabling schools to get the most out of SIMS and ICT.

Look for the brochure in your school and at events, or look online at: www.hants.gov.uk/elearneteach