



Ripple Infants School DfES ICT Test Bed Project



Web site specification
(resulting in the creation of www.ripple-i.bardaglea.org.uk)

Version 2.2

Version Control

Version	Date	Author	Description
1.0	12/11/03	PJ & RHC	Initial draft
2.0	20/11/03	PJ	Detail and specific text guidance supplied
2.1	27/11/03	PJ	Details of LEA technology requirements added
2.2	10/12/03	PJ & RHC	Child-Protection Details given and Administrative Technicalities Sought.

1 Introduction

Ripple Infants School is a two-form thriving multi-cultural Infant School, located within the London Borough of Barking & Dagenham. It has a firmly established ethos of child-centred learning and this was noted within the school's most recent, and very successful, Ofsted Report.

Ripple Infants are involved within the DfES [ICT Test-Bed](#) Project, a high-profile initiative to examine the effects of a high level of ICT-investment within educational establishments over a four year period.

Within the Barking & Dagenham LEA "cluster", Ripple Infants are helping to lead the way by developing the pedagogy associated with effectively integrating ICT throughout lessons within an Infant School. Links with the home and local community are being expanded too, and an after-school internet "drop-in" facility for parents is one of many projects being explored.

An array of exciting, ground-breaking and high profile developments are taking place within our school. We are very proud of these, and accordingly, want them to be reflected in the presentation of our web-site. As well as containing the school prospectus and school policies (to be downloaded for parents), we also want there to be class galleries - featuring scans of children's work. A "download" section will enable parent's to view school-made video clips giving advice about how to develop literacy skills from home. Homework will be posted by class teachers on a weekly basis, for parents/children to download and return by email.

Although the smallest school within the LEA in terms of size and pupil numbers, we want our web-site to reflect our huge enthusiasm and commitment to child-centred education.

This will be the first time within the Authority that a school has used an outside company to plan and build it's web-site. The company awarded with this contract will be placed in a prestigious position, will attract a high level of attention and may gain the potential of a lucrative revenue stream.

2 Structure and Design of website

This section describes the core elements that should be included in the site. Clear and simple layout – containing consistent branding & design throughout the site. We provide a high quality learning environment, staffed by dedicated, enthusiastic professionals. The school has a very child-centred ethos, and this needs to be reflected in it's design. Pictures of children might be included throughout the site. (Consider strategy of "washed out" pictures as a background). The children's zone needs to be distinct in design and feature characteristics associated with popular children's sites. Negotiation whether school or designer to provide pictures – although school would like a key input within this role.

It is hoped that a generic structure might evolve, which could be easily adopted by other interested schools.

2.1 Navigation

Clear common navigation structure. Professional appearance and the possible inclusion of animation (& sound too, within the children's area) in order to sustain interest.

2.2 Content management

Presumably, text will fall into one of three categories:

- "static text" – for example, the school's mission statement etc.

- text requiring regular (half-termly) updates – for example, “Dates for Your Diary” may well need up-dating on a termly basis
- text within downloads, requiring near-weekly updates.

As a result, the site needs to be simple to manage – changes to the text of the site need to be easily made by people without web design skills. Possible options might include:

1. Use of administration pages to upload new page text
2. Use of program based content management systems such as Macromedia Contribute or Microsoft Front Page.

Clearly, any administrative interface to this site would allow new files to be uploaded and meta-data about the file provided.

2.3 Home page

Clear and simple layout – prominent display of school logos (and achievement awards) & pictures of school buildings. Containing address and school contact details. This would need to be available within the specified languages within a html/rich-text format. An easily updatable, eye catching “school event” banner would be welcomed – to inform parents of special events.

2.4 Mission statement

This page would probably contain “static” text and would most certainly need to be available within the specified languages within a html/rich-text format.

2.5 Prospectus

This would contain general details of the school:

- session timings
- staff names & class allocations – would require yearly updating
- opening times - static
- [school uniform examples](#) – static, with pictures
- short history of the school – static, archive pictures (perhaps)
- gallery of general pictures around school
- details and pictures of our Early Years and Key Stage One departments – updated rarely
- [admission details](#) - updated rarely

We would expect these sections to be multi-lingual too.

2.6 Policies

A page, links to school policies in rich-text format. [Here](#) is a particularly good example of this. Although exact details would need to be specified, the site would need to be flexible enough to add/remove additional school policies as and when they became available. This would need occasional updating. Teachers from other schools and interested parents would find this section of interest.

2.7 Curriculum

A section giving over-views and details of curriculum planning content. A link would be required for each year group: Nursery, Reception, Year One and Year Two. Within each Year group information would be provided in:

- [table format](#),
- with [explanatory text](#)

Teachers from other schools and interested parents would find this section of interest. This information would require occasional up-dating.

2.8 Newsletter and “dates for your diary”

Self-explanatory “[dates for your diary](#)” – uploaded termly in advance; plus links to the last 2/3 recently [published newsletters](#) which could be downloaded as word documents by parents.

2.9 Homework

Weekly Word-based homework documents to be up-loaded for each Year Group (Nursery, Reception, Year One & Year Two); and then downloaded by parents and returned to school by email. Provision required for up to 2 pieces (downloads) of homework per year group. Text-boxes would be available for teachers to enter explanatory notes (if required). This would require weekly up-dating. Children and Parents would find this section of interest – consider including within pupil’s section.

2.10 Pupil’s section

This section would be the most distinctly child-centred in design and feature characteristics commonly associated with children’s sites. This section would include:

- Galleries of [children’s work](#). Organised per [class](#) – Nursery, Lions, Tigers, Giraffes, Snakes and Penguins.
- An after-school clubs section.
- A “Special events section” (to allow teachers to upload pictures and explanatory text linked to special events within school).
- Links to sites for children.

All of the above would need to be flexible enough for teachers to be able to add/remove content as and when they became available. Text-boxes would be available for teachers to enter explanatory notes (if required). This would require weekly up-dating. Children and parents would find this section of interest.

2.11 Parent’s Section

- Parent’s events – room for text and pictures to be uploaded to reflect different school events, as and when they occur.
- Links to sites for parents.

All of the above would need to be flexible enough for teachers to be able to add/remove content as and when they became available. Text-boxes would be available for teachers to enter explanatory notes (if required). This would require termly up-dating. Parents only would find this section of interest.

2.12 Governor’s Section

- [Details](#) of governors, meeting times and other contact details.
- Static text on Governor Recruitment.

Largely static text, requiring occasional updating. Parents and Governors would find this of interest.

2.13 Examination Results

A [table](#), showing details of exam success, to be up-dated on a yearly basis. Parents, Governors & Teachers would find this of interest.

2.14 Downloads section

This section of the site would provide users with the ability to download files – to help further learning at home. The following file types are expected to be required:

1. Video files (Windows media and MPEG)

2. Word Documents
3. Image files (JPEG, GIF, BMP)

The following file types may also be required:

1. Adobe PDF files
2. PowerPoint files

As with all downloads featured on this site, an administrative interface would allow new files to be uploaded and meta-data about the file provided – within this section in particular, this meta-data would include at least the file name, file description and explanatory notes (and a thumbnail screen-capture of video). Parents would find this of interest. Once created, these files would only occasionally require updating.

3 Other requirements

3.1 Accessibility

Disability access – recent disability discrimination legislation necessitates that the site will need to meet accessibility requirements. See <http://bobby.watchfire.com/bobby/html/en/index.jsp>, <http://www.drc-gb.org/index.asp> and <http://www.w3.org/WAI/>

3.2 Multi-lingual access

Ripple Infants school has a diverse ethnic intake – an important requirement for the site is to support the following 7 languages.

- Bengali
- Hindi
- Punjabi
- Urdu
- Tamil
- Albanian
- French

Specified languages would need to be published within a html/rich-text format. School could provide translations but would prefer this to be carried out by the successful applicant/company.

3.3 Sustainability

Web-site sustainability is a huge concern. Schools very rarely invest in web-site design. With very little funding available within anything but the short term, the web site needs to be very flexible in design – allowing for simple expansion by users.

3.3.1 Web-site Management & Technical Explanations

At the proposal-stage of planning, school will require explanations on how the website would be managed and updated on a day-to-day basis; and reassurance of how, in real-terms, the site would demonstrate flexibility when needing expansion (by teachers). Responding, technically, to the below questions/scenarios would help facilitate this understanding:

1. *What would happen when the school would want to add a new section or sub-section to the website?*

Example 1: The After School Club “homepage” contains three after school clubs (linked, possibly by thumbnails and explanatory text). Each club would have its own page of text

and pictures. What would happen when additional after school clubs started running? How would additional “pages”, linked back to the After School Clubs “homepage” via thumbnails, be created and/or removed?

Example 2: *The School Policies “homepage” contains links to seven policies. What would the procedure be for adding/removing policies at later dates?*

Example 3: *Within the Children’s Work section, the “Nursery” link enables users to browse through four “gallery pages” of children’s work, all linked (with thumbnails and explanatory text). What would the process be for removing or adding additional “gallery pages”? If the school expanded, how would an additional class be incorporated into the “Children’s Work” structure by teachers?*

2. *How would the document library work? Would you need to add documents using Macromedia contribute (if so how?)?*
3. *Document libraries need "meta-data" about the documents so that they can display some meaningful information in the library. How would this meta-data be entered into the site?*
4. *How would the frequently updating sections of the site (newsletters, notices, diary etc.) get updated?*

3.4 Training & Support

Training would need to be provided for users, and guarantees for support given.

4 Example sites

This section contains a list of sites that reflect various required characteristics:

[Robin Hood Primary School](#) – a high-profile primary school, attaining high standards within ICT.

[Warren Junior School](#) – great content.

[Manor Junior School](#) – for branding and presentation.

[Eastbury Comprehensive](#) – great in terms of branding, impact, layout & organisation; good at presenting information in a variety of forms & animations.

[Grafton Infant School](#) – child centeredness, overall impact and galleries of children’s work.

[LEA Primary Children Website Portal](#) (username: bardaglea; password: brandnew) – for animation/sounds – child centeredness.

5 Technologies

It is critical that any proposals fit in technically with the local environment (i.e. Broadband Service Providers Grid for Learning). Please note the following guidance on hosting the site and the technologies that will be available on the LEA's server:

- 1) The LEA have web sites available for all schools, hosted at the Civic Centre. You will require the ftp login details to Ripple Infant’s allocated space on the server.
- 2) The LEA have Front Page extensions, ASP, macromedia facilities and Cold Fusion. They also have a SQL server. All databases can be hosted, but the LEA web-team will have to set up the DSNs.

Adhering to the above is deemed critical.

6 *Child Protection & Good Practice*

Wishing to be viewed as an “exemplar” educational-establishment web-site, programmers and designers alike would need to ensure that specific guidance stipulated within the NGFL web-site regarding:

- a. images of children (see “[Images of Pupils on Websites](#)”) is followed;
and
- b. navigational “good practice” (see “[Setting up Your Own Website](#)”) is at least considered.