

Schools

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Becta leading
next generation
learning

What is the self-review framework?

A guide for school leaders



What is the self-review framework?

In just a few years schools have made fantastic progress in securing good technology to support all aspects of school development. But this success means that priorities must shift to a new set of questions. All schools need to be asking themselves how the tools now in place can be used most effectively. Many schools are already doing this. Is your school on the way to being next generation learning ready?

Technology can never be an end in itself. The real aim must be to use technology to raise attainment levels. There's a lot of knowledge and experience now available that any school can build on when seeking the best route forward and this knowledge has shaped the self-review framework.

The framework is designed to help you review your technology use in a structured way, which will in turn help inform your overall school improvement strategy and plans in order that your school becomes next generation learning ready.

Written and developed by Becta and its partners, the framework is now used by over half of all schools in the country.



Why use the self-review framework?

Technology is a powerful tool in enhancing teaching and learning, raising standards and making school management both more efficient and more effective.

However, strategic planning is essential to ensure that the school's substantial investment in technology achieves a high impact on the pupils' learning and raises standards. Using the framework enables your school to see:

- where you are now
- where you want to go
- how to get there.

The framework helps you to evaluate your school against a series of statements describing a nationally agreed set of standards. From the profile generated by your responses about your school, you can prioritise areas for development. The framework is supported by a free online user friendly tool that will help you through the process to becoming next generation learning ready.

It is essential to involve as many staff as possible with the self-review framework, as this will enable them to gain a common understanding of what is working well, what areas need to improve and how to focus on those. Working together also enables you to gain a wider perspective on the issues and, where possible, to involve pupils as well as other stakeholders such as parents and governors.

'The whole process has been very, very useful – it's not a blank sheet of paper – and has given us the structure to move things forward.'

Roger Whittall – Headteacher
Westwood School, Coventry

Advantages of using the self-review framework

- be able to benchmark your school against others
- get a list of suggested actions to help your school improve
- be able to prioritise and set realistic goals
- ensure that your school is using technology safely
- ensure your investment in technology is fit for purpose
- be able to develop a shared school vision for technology
- have valuable evidence to inform your Ofsted self evaluation framework submission
- provide evidence to support accreditation to the prestigious ICT Mark
- command confidence from staff, parents, governors and learners in your school.

'We want to get the big picture and we will use the framework to do that. When we have identified the elements to develop, we will use the tool to drill down further.'

Steve Gator – Headteacher
Walker Technology College, Newcastle upon Tyne



Overview of elements

Leadership and management

The vision for ICT

This strand reflects the importance of having a comprehensive vision for ICT.

The vision should:

- be owned and understood by all staff
- engage other stakeholders – including governors, parents and community groups
- support and enhance the school's aims in terms of learning, teaching, management and administration
- be reviewed in the light of new developments in technology, practice and national policy.

A strategy to achieve the ICT vision

This strand ensures that there is a strategy, with priorities, for realising the ICT vision. A distinction is made between the overall planning and leadership of the strategy and the day-to-day delivery.

The ICT strategy should:

- be integral to whole-school planning
- take account of the school's current stage of development

- recognise the importance of careful financial planning that takes account of all related costs and the impact on outcomes
- recognise the need to plan for long-term sustainability.

The use of ICT to improve organisational effectiveness and efficiency

This strand considers the effectiveness of the use of management information systems and performance data.

School leaders should use ICT strategically to:

- improve communications
- increase efficiency across a range of activities.

Monitoring and evaluation

How the school monitors and evaluates the effectiveness of the ICT strategy is crucial to ensuring progress. Monitoring and evaluation should:

- take place across the school
- be evidence based
- include the impact on learning outcomes.

Curriculum

The planned ICT curriculum

This strand considers the delivery of the planned ICT curriculum. ICT capability may be taught:

- as a discrete subject
- in the context of other subjects
- as a mixture of both.

The strand is also about the planning for pupils to apply their ICT capability across subjects and for the use of ICT in learning and teaching more generally.

Pupils' actual ICT experiences

This strand is concerned with what pupils experience when using ICT in their classroom. Schools must consider:

- differences between what is planned for and what is experienced
- the range, quality and consistency of pupils' experiences.

Curriculum leadership and review

Here schools should consider the way in which the curriculum is led, developed and reviewed. The curriculum is rarely static and, in the context

of ICT in particular, it must adapt and respond to:

- increased resourcing
- new technologies and applications as these are developed
- changing professional practice, as teachers understand more about how ICT can support learning and teaching.



Learning and teaching

Teachers' planning, use and evaluation

This strand considers how teachers use ICT in the classroom to support and enhance learning, teaching and inclusion. In schools that have successfully embedded ICT within learning and teaching, all staff:

- have a clear understanding of how ICT supports these processes
- regularly plan for ICT use in their teaching
- provide experiences based on prior knowledge of pupils' ICT capability, so that pupils are challenged by their use of ICT

'Using the self-review framework was like dropping a pebble in a pond and watching the ripples spread and it allowed professional dialogues between staff about ICT to start.'

Anita Pettitt – Headteacher
Kings Rise Community Primary School,
Birmingham

- critically evaluate on a regular basis how ICT is used and share their reflections with colleagues, both within and beyond the school.

Learning with ICT

Here the focus is on the use of ICT from the learners' perspective.

It looks at:

- what pupils expect from their use of ICT
- the opportunities pupils have to choose whether or not to use ICT
- the skills they have developed in the use of digital resources.

Leadership of learning and teaching

The way in which leaders at different levels in the school promote, explore and develop the use of ICT within learning and teaching is considered here.

Effective practice ensures that:

- ICT is strategically led
- all subject or curriculum leaders consistently implement ICT and promote its use
- there is some innovative use of ICT.

Assessment

Assessment of, and with, ICT

This strand considers the way in which ICT capability is assessed. It also helps schools to consider whether they are making effective use of ICT to manage the assessment process.

The two contexts for this assessment are:

- ICT as a discrete subject
- the use of ICT in other subjects.

Professional development

Planning

This strand considers not only the processes that the school uses to identify both individual and whole-school professional development needs, but also the planning that takes place to meet those needs. It seeks to promote:

- regular and systematic review of the ICT skills of staff
- identification of individual and whole-school needs
- clear links between professional development and the school's strategic plan for ICT.

Implementation

This strand reflects the range and quality of the provision that the school makes for the

development of its staff's ICT skills. It considers:

- how individual staff are supported
- how practice is shared within the school
- the quality and range of development opportunities
- individual and whole-school provision.

Review

This strand is about the overall management and evaluation of staff development in ICT.

It seeks to promote systematic monitoring and evaluation that leads to:

- analysis of the quality and impact of provision
- outcomes-based planning.

Extending opportunities for learning

Awareness and understanding

This strand reflects on the level of awareness and understanding by all staff of the opportunities for extending learning with ICT beyond the school, which is important for all schools. This includes pupils' access outside school and the way that parents and families make use of ICT.

Schools should:

- be aware of the issues around extended learning
- be extending their provision beyond traditional concepts of schooling.

Planning and implementation

The way in which the school plans and delivers effective use of ICT to support its policy on extending opportunities for learning is important here.

Leaders should consider:

- how to turn policy into practice
- the impact of ICT on extending learning opportunities for all pupils.



Resources

Provision

This strand considers the provision, management and support of ICT resources used in the school.

It focuses on:

- the physical environment for ICT
- the impact of the physical environment on the quality of learning and teaching
- the sufficiency of ICT resources.

Access

Here schools should consider the ease with which teachers and pupils can access ICT resources and the range of locations that provide access. It covers:

- internet access in relation to the needs of the school
- the effectiveness of technical support
- the need to minimise disruption to learning and teaching.

Management

This strand is about the extent to which the school expands and replaces its ICT resources through effective analysis of curriculum and administration needs. It seeks to promote:

- planning for the future
- adopting best-practice procurement procedures.

‘The framework provides clear guidance and working through the levels and recognising strengths and areas for development has been key to me being successful in the job that I do.’

Simon Pile – ICT Co-ordinator
Anson Primary School, London

Impact on pupil outcomes

Pupils' progress in ICT capability

This strand considers:

- the extent to which all groups of pupils across all years make progress in ICT capability
- how independently pupils apply their ICT capability.

Pupils progress more widely

This strand considers:

- the broader progress that pupils make in improving learning through a wide range of ICT experiences across the curriculum
- the extent to which ICT is a tool for the development of pupils' wider learning skills, such as creativity, investigation and problem solving
- the embedding of these skills within curriculum planning and practice for all pupils.

Attitudes and behaviour

This strand considers:

- the way in which the regular use of ICT by pupils improves their attitudes towards learning in general, as well as their motivation and behaviour
- how pupils show interest, enthusiasm and curiosity, and how these drive them to explore the potential of ICT both within and beyond the school.

Getting started

You need to decide:

Who will lead the review?

- The headteacher?
- A senior leader?

Who will be involved?

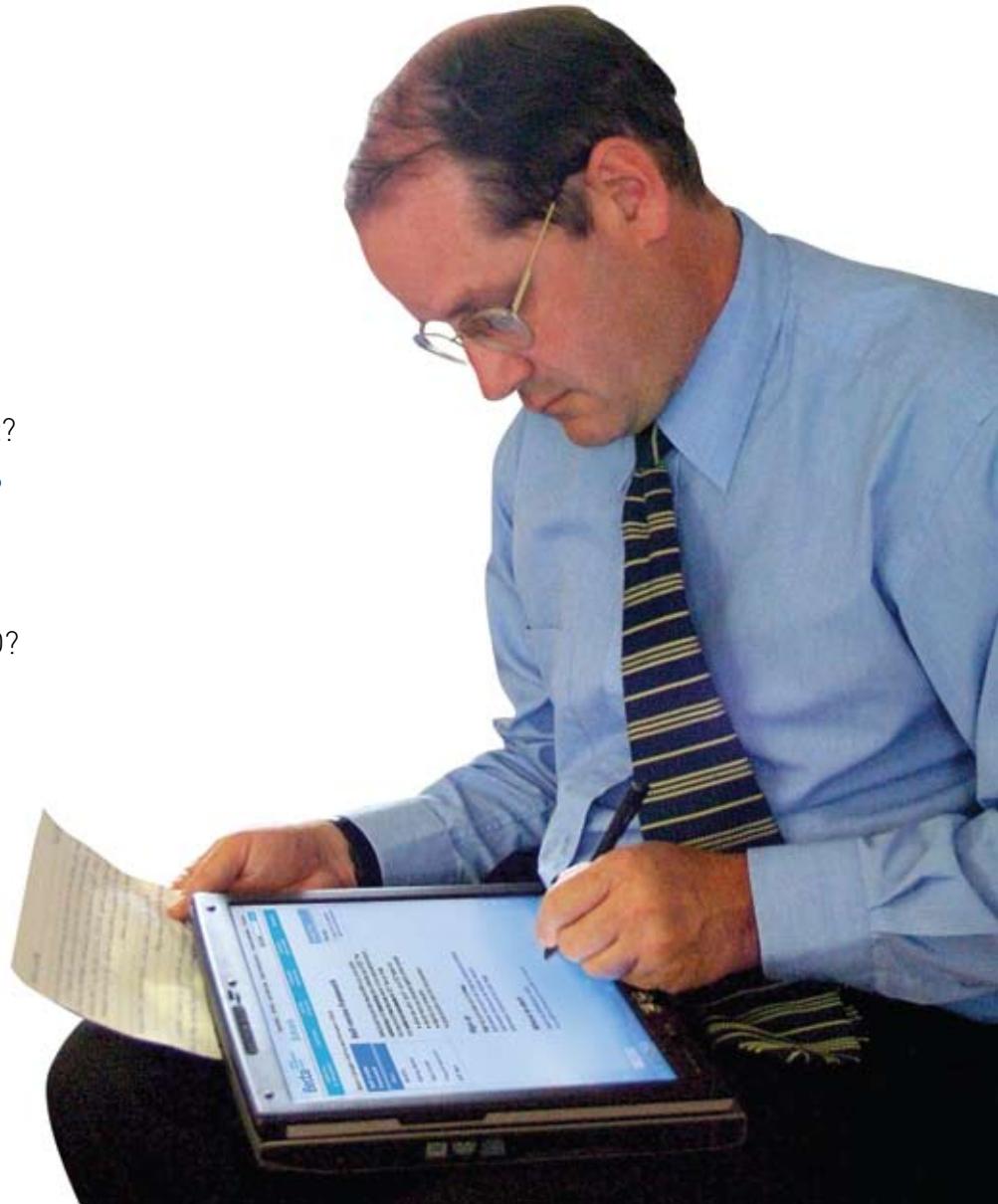
- The whole staff?
- A strategic team?
- A different team for each element?

How much time shall be dedicated?

- When shall we start?
- How long will it take?
- Are we doing it as part of our CPD?
- Can we link it to other activities?

Which element shall we start with?

- Leadership and management?
- Learning and teaching?
- Resources?
- One of the others?



Celebrate success



The self-review framework enables schools to recognise and celebrate their successes.

When a school feels secure in its judgement that it has reached the nationally agreed standards in all the aspects of the framework, it may choose to apply for the ICT Mark.

To gain the ICT Mark the school requests a visit from an accredited assessor, who will validate the school's self-evaluation.

The ICT Excellence Awards offer further recognition for schools that demonstrate evidence of excellent practice above and beyond the levels of the ICT Mark. ICT Excellence Award winners are clearly seen as inspiring next generation learning.

Who developed the self-review framework?

The self-review framework is the result of a Becta-led collaboration involving the following national organisations:

- DCSF
- Naace
- National College for School Leadership (NCSL)
- The National Strategies
- Ofsted
- Qualifications and Curriculum Authority (QCA)
- Specialist Schools and Academies Trust (SSAT)
- Training and Development Agency (TDA)

'The fact the school has the ICT Mark is something that I am advertising and publicising and see that as a way of helping to recruit high calibre, high quality staff into the school.'

Mark Wilson – Headteacher
Robin Hood Primary School

Find out more about the self-review framework

1 Visit our website for guidance on how to get started and to help you make some key decisions about how you are going to engage with the self-review framework

www.becta.org.uk/schools/selfreview

There are a number of Becta publications and DVDs available to order through our website which can assist you through the self-review framework, and to achieve the ICT Mark

www.becta.org.uk/publications

To find out what benefits the ICT Mark can bring to your school and to apply visit

www.becta.org.uk/schools/ictmark

To inspire you to greater things visit the ICT Excellence Awards area where you can see examples of good practice in all eight elements of the self-review framework

www.becta.org.uk/awards

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SELF-REVIEW

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Leadership and management



1. Leadership and management

This PDF provides an overview of the leadership and management element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

1a: ICT and the school vision

1a1: The vision

LEVEL 5

The school's overall vision takes no account of ICT.

LEVEL 4

The school's overall vision includes some reference to ICT but is unclear about the school's expectations of ICT for learning and teaching. It has been shared with staff, but is understood and embraced by only some.

LEVEL 3

The school's overall vision expresses clearly the potential for ICT to enhance learning, teaching and the organisational effectiveness and efficiency of the school. It is understood and embraced by many staff and governors.

LEVEL 2

The school's overall vision clearly identifies the distinctive contributions of ICT and their potential to enhance all aspects of the school's work. It identifies how ICT supports the school's wider aims and aspirations and is understood and embraced by most staff, governors and pupils.

LEVEL 1

The school's overall vision includes the needs of the wider school community. It is informed by developments in ICT and exemplary educational practice nationally. It is understood and embraced by all, or nearly all, staff, governors and pupils and is supported by parents/carers and the wider community.



1a2: Reviewing the vision

LEVEL 5

The school's overall vision takes no account of ICT.

LEVEL 4

The school does not have any systems to review the place of ICT within its overall vision. It has a limited awareness of the ways that current technologies or practices might influence its vision.

LEVEL 3

The school reviews the place of ICT within its overall vision in relation to current technologies and effective practices. This review is beginning to be informed by the outcomes of internal evaluations of the impact of ICT.

LEVEL 2

The school regularly reviews and revises the place of ICT within its overall vision in the light of developments in technology, effective practices within and beyond the school and the outcomes of school monitoring and evaluation.

LEVEL 1

The school frequently reviews and updates the place of ICT within its overall vision. It explores and evaluates the potential of emerging technologies, new initiatives and practices. Reviews take account of internal evaluations and changing learner practices within and beyond the school.



1b. A strategy to achieve the vision

1b1: Strategic leadership of ICT across the whole school

LEVEL 5

There is no defined leadership or coordination of ICT. Individuals act independently of each other.

LEVEL 4

The leadership of ICT has been left to one or two individuals who are not part of the senior leadership team. Lines of accountability are unclear and impact is limited.

LEVEL 3

The responsibility for the strategic leadership of ICT rests with the headteacher and the senior leadership team. Distributed and coordinated leadership of some aspects of ICT across the whole school results in identifiable impact on learning and teaching.

LEVEL 2

Proactive strategic leadership identifies, empowers and supports individuals to lead aspects of ICT. This is well coordinated across the school. This approach results in significant impact on many aspects of the school's work including learning, teaching and pupil outcomes as well as overall effectiveness and efficiency.

LEVEL 1

Strategic leadership for ICT extends to governors and external stakeholders. Empowered leadership of all aspects of ICT within and beyond the school is distributed and coordinated effectively. This approach ensures that ICT has widespread impact on all aspects of the school's work. Systems are in place to develop and sustain this quality of leadership.



1b2: The quality of the strategy

LEVEL 5

There is no whole-school strategy or planning for ICT.

LEVEL 4

The ICT strategy is poorly defined and focuses mainly on resources. Planning is uncoordinated, lacks clarity and is insufficiently related to the vision.

LEVEL 3

The ICT strategy is aligned with the vision and defines clear goals and actions to achieve it. The school identifies clear roles and responsibilities. ICT planning identifies realistic short, medium and long term targets.

LEVEL 2

The ICT strategy sets out clear priorities for realising the vision. ICT planning is well informed and fully integrated into school improvement planning, setting challenging targets across the school.

LEVEL 1

The ICT strategy is a key element of school improvement. It enables the school to innovate and realise its developing vision. ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.



1b3: Budgetary effectiveness for ICT

LEVEL 5

The school does not budget in a planned way for the long-term development and renewal of ICT.

LEVEL 4

The school has begun to plan its ICT budget more actively. Development and renewal of ICT resourcing are based on current needs but longer term sustainability is not addressed.

LEVEL 3

The school budgets carefully for ICT across the whole of its work and has begun to cost more fully the implications of its ICT strategy. The longer term renewal of ICT resources is being addressed.

LEVEL 2

Budgetary processes ensure the continuity and development of most aspects of provision in line with the school's planning for longer term sustainability. The school understands the full cost implications of its ICT strategy.

LEVEL 1

The budgetary processes within the ICT strategy ensure the development and longer term sustainability of all aspects of ICT provision. Budgeting takes account of the total cost of ownership of ICT.



1b4: Environmental impact

LEVEL 5

The school is unaware of the environmental impact of its ICT strategy.

LEVEL 4

The school has begun to examine the environmental impact of its ICT strategy.

LEVEL 3

The school understands the environmental impact of its ICT strategy and has identified some measures which could reduce this.

LEVEL 2

The school has a good understanding of the environmental impact of its ICT strategy and has taken some steps to minimise it.

LEVEL 1

The school fully understands the environmental impact of its ICT strategy and has minimised this by taking a comprehensive range of measures.



1b5: Safeguarding

LEVEL 5

The school is not fully aware of its responsibilities in providing a safe and secure ICT environment for all staff and pupils. Some policies are in place but these are not comprehensive or regularly reviewed. The lack of a coordinated approach to e-safety results in inconsistent practices.

LEVEL 4

The school is aware of its responsibilities to provide a safe and secure ICT environment for its staff and pupils. There are relevant policies in place, including an Acceptable Use Policy, which are understood and adhered to by many staff and pupils.

LEVEL 3

The school is fully aware of its responsibilities and takes appropriate action to ensure that ICT usage by all staff and pupils is responsible, safe and secure. It has a coordinated approach to the development and implementation of its e-safety policy.

LEVEL 2

E-safety is embedded within the wider school culture. Policies are comprehensive and regularly reviewed in line with developments in technology and practice. There is coordinated and robust implementation of safeguarding policies by all staff, governors and pupils within and beyond the school and practice is monitored. The school engages regularly with parents/carers to promote the e-safety of pupils beyond the school.

LEVEL 1

The school is vigilant in identifying and responding to new challenges for e-safety. Through constructive dialogue it encourages pupils, parents/carers, other stakeholders and the wider community to contribute to ongoing developments in e-safety policy and practice, and helps them to deal with e-safety challenges they encounter.



1b6: Evaluating the effectiveness of the strategy

LEVEL 5

There is little or no evaluation of the impact of the ICT strategy. The school makes no attempt to link expenditure to improvements in outcomes.

LEVEL 4

There is some monitoring of the implementation of the ICT strategy but this is based on minimal evidence and is not yet part of any planned whole-school approach. The school has begun to evaluate the effectiveness of its ICT expenditure but is not yet able to link this to improvements in outcomes.

LEVEL 3

There is regular monitoring of the implementation and effectiveness of the strategy and some links are made between ICT expenditure and outcomes. A range of evidence, from within and beyond the school, is beginning to inform strategic planning and practice.

LEVEL 2

There is regular and detailed monitoring and evaluation of the effectiveness of the strategy, including the impact of ICT expenditure. This is based on a wide range of evidence from within and beyond the school and has a strong influence on strategic planning and practice.

LEVEL 1

There is systematic and routine evaluation of impact of ICT within and beyond the school, based on extensive evidence. All ICT expenditure is subject to rigorous evaluation in terms of its impact on pupils' achievements. Evaluation informs strategic planning and practice, supports innovation and is used to demonstrate accountability to a wide range of stakeholders.



1c: Managing information

1c1: Information management strategy

LEVEL 5

The school does not have an information management strategy.

LEVEL 4

The school's information management strategy is not well defined and there are inconsistent approaches to implementation.

LEVEL 3

The school's information management strategy clearly identifies priorities, resources, roles and responsibilities. There is a consistent approach to implementation.

LEVEL 2

The school's information management strategy is widely communicated and understood by staff, governors and most parents and learners. Effective implementation is supported by a cycle of evaluation and review.

LEVEL 1

The school information management strategy is embraced by all stakeholders and fully addresses their needs. It is continuously reviewed in the light of new technologies and anticipates future needs.



1c2: The use of ICT to support assessment recording and reporting

LEVEL 5

There is no strategy for the use of ICT to support assessment, recording and reporting or to monitor and analyse pupil performance.

LEVEL 4

There is no coherent strategy for the use of ICT to support assessment, recording and reporting. There are variations in practice and little overall impact on the monitoring and analysis of pupil performance.

LEVEL 3

There is an agreed whole-school strategy for the use of ICT to record, analyse and report on pupil performance. This is implemented consistently across the school. Where appropriate the school has implemented a system for online reporting for parents/carers.

LEVEL 2

There is a coherent strategy for the use of ICT to record, analyse and report on pupil performance. This is implemented effectively to track pupils' progress, set targets and report (online where appropriate) to parents/carers and other stakeholders.

LEVEL 1

A regularly updated strategy for the use of ICT to record, analyse and report on pupil performance is integral to school improvement. Online technologies and imaginative practices enable pupils, parents/carers and other stakeholders to have access to relevant information.



1c3: Communication strategy

LEVEL 5

There is no strategy for the use of ICT to support communication.

LEVEL 4

There is no coherent strategy for the use of ICT to support communication. Practices mainly replicate traditional processes and meet the needs of only some stakeholders.

LEVEL 3

There is an agreed whole-school strategy for the effective use of ICT to support internal communication. This is understood and generally implemented by staff and governors. The school has begun to use ICT for external communication with other stakeholders.

LEVEL 2

The school strategy identifies and promotes a range of electronic approaches, including online systems, for effective and appropriate communication both within and beyond the school. These are understood and used by a range of stakeholders. The environmental benefits of electronic communication and storage are understood.

LEVEL 1

The school explores and exploits new and emerging technologies to ensure effective communication within, and beyond, the school. These are integrated effectively with other means of communication. The school promotes strongly the environmental benefits of electronic communication and storage.



1c4: Legislative requirements related to ICT

LEVEL 5

The school is not fully aware of its responsibilities with respect to Data Protection, Freedom of Information and Copyright Protection. Few procedures are in place to ensure compliance with the legislation.

LEVEL 4

The school is aware that it has responsibilities with respect to Data Protection, Freedom of Information and Copyright Protection. Some procedures, designed to ensure compliance, are in place but only a few staff understand and implement these.

LEVEL 3

The school has policies and procedures for Data Protection, Freedom of Information and Copyright Protection and these are understood and implemented by most staff and pupils.

LEVEL 2

The school has published clear guidelines for staff - and where appropriate for pupils - outlining their responsibilities in relation to Data Protection, Freedom of Information and Copyright Protection. Compliance by all staff and pupils is monitored.

LEVEL 1

The school regularly reviews and updates its procedures relating to Data Protection, Freedom of Information and Copyright Protection. There is full compliance by all staff and pupils. The school takes steps to make parents/carers aware of current legislation.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



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

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Planning

Self-review framework

2. Planning

This PDF provides an overview of the planning element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

2a: Whole-school planning for ICT

2a1. Planning for the development of pupils' ICT capability

LEVEL 5

Planning for ICT capability is poor and does not enable the school to meet statutory requirements. There is no planning for pupils to apply and improve their ICT capability across subjects.

LEVEL 4

Planning for ICT capability covers only some aspects of ICT capability and does not enable the school to meet fully the statutory requirements. There is a limited range of opportunities for pupils to apply and improve their ICT capability across subjects.

LEVEL 3

Planning for ICT capability enables the school to meet statutory requirements. There is a range of opportunities for pupils to develop and apply many aspects of their ICT capability across subjects.

LEVEL 2

Systematic planning for ICT capability is effective and includes an appropriate level of challenge with clear opportunities for pupils to achieve. Planning also identifies opportunities for pupils to apply and consolidate their ICT capability across subjects.

LEVEL 1

Planning for ICT capability is effective with a wide range of high-quality experiences across the whole curriculum. Planning at all levels ensures that pupils are challenged to make creative use of ICT that extends their capability.



2a2: Planning the use of ICT to support learning and teaching

LEVEL 5

Curriculum planning does not identify opportunities to use ICT to support learning and teaching. Any use is left up to individual teachers, most of whom are unaware of how ICT can be used to support learning or teaching.

LEVEL 4

Some curriculum plans or schemes of work identify where ICT can support learning and teaching. Staff are left to decide whether to use these ideas or not. There is a developing awareness of how ICT can be used to improve learning and teaching within the school.

LEVEL 3

Most curriculum plans or schemes of work identify where ICT can support learning and teaching. Planning by many staff is effective and reflects the growing understanding of how ICT can be used to enhance learning and teaching both within and beyond the school.

LEVEL 2

All curriculum planning identifies key areas where ICT can support learning and teaching. Effective planning by most staff reflects a good understanding of how ICT can enhance and extend learning and teaching both within and beyond the school.

LEVEL 1

Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching. High quality and creative planning by all, or nearly all, staff maximises the learning opportunities offered by ICT and transforms the learning experiences both within and beyond the school.



2a3: Matching capability to opportunities

LEVEL 5

Planning for the development of pupils' ICT capability and planning for the use of ICT in the broader curriculum are separate, unrelated activities.

LEVEL 4

There is some interaction between those planning for the development of pupils' ICT capability and those planning for the use of ICT in some curriculum areas.

LEVEL 3

Planning recognises the interdependence of the development of pupils' ICT capability and their use of ICT in other curriculum areas and has made clear links between the two.

LEVEL 2

Mapping has identified and developed links between pupils' ICT capability and their use of ICT in most curriculum areas. Planning takes careful account of these so that pupils experience progressive use of ICT in a range of contexts.

LEVEL 1

There is a constant interaction between the development of pupils' ICT capability and their use of ICT in all curriculum areas. This enables pupils to develop their ICT capability in a wide range of relevant contexts and gain maximum benefit from their use of ICT across the curriculum.



2a4: Planning for continuity within and between classes, phases and schools

LEVEL 5

No account is taken of pupils' prior ICT attainment and experience when planning learning.

LEVEL 4

Some account is taken of pupils' prior ICT attainment and experience when planning learning. However, many pupils have to repeat ICT learning or activities unnecessarily.

LEVEL 3

Most teachers' planning builds on pupils' ICT attainment and experiences but some pupils remain unchallenged by ICT work.

LEVEL 2

Teachers routinely build on pupils' previous ICT attainment and experiences when planning learning. The school has effective arrangements for the continuity of ICT learning when pupils move between years, phases, schools and partners.

LEVEL 1

Teachers' planning always takes account of, and builds on, pupils' prior ICT attainment and experiences within and beyond the school. The school is imaginative and proactive in ensuring that there is continuity of ICT learning between years, phases and schools and partners.



2a5: Planning for learning beyond the school

LEVEL 5

Any whole-school planning for learning beyond the school is not based on any information about pupils' or families' access to ICT.

LEVEL 4

Whole-school planning for learning beyond the school takes little account of any knowledge about pupils' and families' access to, and use of, ICT.

LEVEL 3

Whole-school planning for learning beyond the school takes some account of research the school has undertaken about pupils' and families' access to, and use of, ICT.

LEVEL 2

Whole-school planning for learning beyond the school is informed by ongoing research into pupils' and families' access to, and use of, ICT.

LEVEL 1

Whole-school planning, which maximises learning opportunities beyond the school, relies on ongoing research into pupils' and families' access to, and use of ICT.



2a6: Planning for ICT as a means of promoting inclusion

LEVEL 5

No explicit links have been made at whole-school level between ICT and inclusion. Where ICT does aid inclusion this is not identified and shared with other staff.

LEVEL 4

The school's policy on inclusion pays little or no attention to the potential of ICT to enable and extend the learning of different groups of pupils. Examples of ICT helping pupils to gain access to learning are patchy and unplanned.

LEVEL 3

The policy for inclusion fully recognises the role of ICT in enabling and supporting the learning needs of different groups of pupils. Staff are aware of its potential, but do not always achieve this in practice.

LEVEL 2

Most staff plan appropriately for ICT to support the full range of pupils in enabling or widening their access to learning. The specific learning needs of many pupils are met, at least in part, through the use of ICT.

LEVEL 1

All, or nearly all, staff take a proactive role in identifying how ICT can be used to enable and broaden access to learning within and beyond the school for a wide range of learning needs.



2a7: Planning for e-safety

LEVEL 5

Planning does not address the development of pupils' e-safety skills.

LEVEL 4

Planning has begun to address the development of pupils' e-safety awareness and the skills needed to make safe and responsible use of ICT. This is not yet implemented throughout the school.

LEVEL 3

Planning provides opportunities for pupils to develop an awareness of some aspects of e-safety and some of the skills needed to make safe and responsible use of ICT.

LEVEL 2

Effective planning ensures that pupils have the opportunities to develop both an awareness of e-safety issues and the skills that enable them to make safe and responsible use of ICT.

LEVEL 1

Systematic planning ensures that all pupils have opportunities to develop both an understanding of e-safety issues and a range of e-safety strategies, skills and behaviours. Plans are regularly reviewed and updated in the light of changing technology and practice.



2b: Curriculum leadership

2b1. Leadership for the development of ICT capability

LEVEL 5

There is little or no operational leadership or coordination for the development of pupils' ICT capability. Staff work independently from each other.

LEVEL 4

There is some operational leadership for the development of pupils' ICT capability, but this is not set within a whole-school approach supported by the senior leadership.

LEVEL 3

Operational leadership for the coordinated development of pupils' ICT capability is in place and is supported by the senior leadership.

LEVEL 2

Effective operational leadership for the development of pupils' ICT capability is set within a whole-school approach and promoted by the senior leadership. This ensures pupils' ICT capability is developed in a progressive and coherent way.

LEVEL 1

Dynamic operational leadership for the development of pupils' ICT capability is set within a whole-school approach and is led strategically by the senior leadership. This takes account of pupils' work both within and beyond the school and maximises their progress.



2b2. Leadership of learning and teaching with ICT

LEVEL 5

There is no clear leadership which promotes the effective use of ICT for learning and teaching.

LEVEL 4

Some individuals are aware of, and promote the use of ICT for learning and teaching within and beyond the school. There is no coordinated leadership for this across the school.

LEVEL 3

Many subject leaders promote and develop the effective use and impact of ICT for learning and teaching both within and beyond the school. This is beginning to be led strategically, with some coordination across the school but implementation is variable.

LEVEL 2

All subject leaders promote an agreed whole-school approach to the use of ICT both within and beyond the school. This is led strategically by the senior leadership team and consistently implemented by staff at all levels.

LEVEL 1

There is strong leadership at all levels which actively encourages the development of new and creative practices in the use of ICT for learning and teaching both within and beyond the school. This results in consistently high-quality implementation.



2b3. Evaluating learning and teaching with ICT

LEVEL 5

The school does not evaluate the impact of any learning or teaching with ICT.

LEVEL 4

Ad hoc monitoring and evaluation take place and focus on access, resources and superficial outcomes rather than impact on learning or teaching.

LEVEL 3

The school monitors and evaluates some aspects of learning and teaching with ICT. This tends to focus on pupil engagement and motivation rather than learning outcomes. Evaluation has some impact on future learning and teaching.

LEVEL 2

The school systematically monitors and evaluates the quality of learning and teaching with ICT within and beyond the school. This includes its impact on learning processes and a range of pupil outcomes. Evaluation is used to inform future learning and teaching.

LEVEL 1

The school rigorously evaluates the quality of learning and teaching with ICT within and beyond the school. There is a strong focus on the impact on learning processes and the quality and range of pupil outcomes. Evaluation is central to informing future learning and teaching.



2b4. Review of the curriculum

LEVEL 5

There is no planned review of the curriculum relating to either ICT capability or the use of ICT for learning and teaching.

LEVEL 4

The school has started to review the curriculum relating to both ICT capability and the use of ICT for learning and teaching. Results do not inform practice or planning in these areas.

LEVEL 3

Periodic reviews of planning and practice are undertaken. These help to inform both the development of ICT capability and the use of ICT for learning and teaching.

LEVEL 2

There is regular review of planning, practice and pupils' experiences covering both ICT capability and the use of ICT for learning and teaching. This influences future planning.

LEVEL 1

Systematic and ongoing review of all aspects of ICT planning, practice and pupils' experiences is undertaken in order to inform innovative curriculum design. Pupils and other stakeholders regularly contribute to this process.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



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

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Learning



3. Learning

This PDF provides an overview of the learning element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

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- record your judgements.

3a. Teaching and the learning process

3a1: Breadth of development for ICT capability

LEVEL 5

Teaching offers pupils a narrow range of ICT experiences which are mainly focused on low-level tasks and skills.

LEVEL 4

Teaching is inconsistent and pupils have a limited range of opportunities to develop their ICT capability. There is an over-emphasis on skill development at the expense of knowledge and understanding.

LEVEL 3

Teaching provides opportunities that enable many pupils to experience most aspects of ICT with an appropriate balance between knowledge, skills and understanding.

LEVEL 2

Teaching enables most pupils to use and develop all aspects of their ICT capability through a wide range of experiences and contexts that are consistently matched to their needs, abilities and learning preferences.

LEVEL 1

Teaching enables all, or nearly all, pupils to develop and use their ICT capability with confidence through a wide range of appropriate contexts and challenging experiences. Teaching builds effectively on pupils' use of ICT beyond the school.



3a2: Extent of ICT use for learning and teaching

LEVEL 5

Staff make little use of ICT to support learning and teaching.

LEVEL 4

There are pockets of use of ICT within learning and teaching, but provision is too dependent on individual teachers and/or curriculum areas.

LEVEL 3

Many staff make regular use of ICT across the curriculum to support learning and teaching.

LEVEL 2

Most staff make regular use of ICT to support learning and teaching across the whole curriculum.

LEVEL 1

All, or nearly all staff, make use of ICT as an integral and natural part of learning and teaching across all curriculum areas and year groups.



3a3: Quality of use of ICT for learning and teaching

LEVEL 5

Any ICT use is incidental rather than planned and has little impact on learning and teaching.

LEVEL 4

ICT is mainly used to replicate traditional teaching approaches, which results in only superficial gains.

LEVEL 3

Many staff use ICT to engage and motivate pupils in their learning through active and interactive learning experiences. They use a range of approaches and resources leading to identifiable gains in learning.

LEVEL 2

Most staff use ICT to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods. This leads to significant gains in learning.

LEVEL 1

All, or nearly all, staff harness the full potential of ICT to enhance and extend learning and teaching. They provide opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school.



3a4: Learning with ICT beyond the school

LEVEL 5

There is little encouragement for pupils to use ICT to support their learning beyond the school.

LEVEL 4

Some staff encourage pupils to use ICT beyond the school to support their learning. When pupils demonstrate their learning with ICT in this way some staff are unsure how to respond.

LEVEL 3

Many staff encourage pupils to use ICT beyond the school to support their learning. They value this and understand how such learning can be integrated into work in school.

LEVEL 2

Most staff actively encourage pupils to use ICT to continue and/or extend their learning beyond the school and provide opportunities for them to do so.

LEVEL 1

ICT is used innovatively to enable pupils to continue and extend their learning where and when they want. Wider curriculum experience is enabled through the extended use of ICT. Expectations of pupils' learning with ICT beyond school are high and such learning is valued and celebrated.



3a5: Ongoing critical evaluation

LEVEL 5

Staff rarely make critical judgements about the use of ICT in their teaching and its impact on pupils' learning.

LEVEL 4

Some staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning. This has little impact on future practice.

LEVEL 3

Many staff can critically evaluate the use of ICT in their teaching and its impact on pupils' learning, but do not do so routinely. Some staff work together to share the outcomes of critical evaluations and this informs future practice.

LEVEL 2

Most staff make regular critical evaluations of the use of ICT in their teaching and its impact on pupils' learning and routinely share outcomes with colleagues. This has a clear impact on future practice.

LEVEL 1

All, or nearly all, staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning wherever that takes place. Outcomes are routinely shared with colleagues within and beyond the school. This process is an integral part of the school's reflective culture and has a significant impact on practice.



3b: Pupils' learning experiences

3b1: Pupils' progress in ICT capability

LEVEL 5

Few pupils make appropriate progress in their ICT capability throughout the school.

LEVEL 4

Although many pupils make appropriate progress in ICT capability throughout the school, a significant number make insufficient progress in some areas.

LEVEL 3

Many pupils make appropriate progress in all areas of ICT capability throughout the school.

LEVEL 2

Most pupils make good progress in all areas of ICT capability throughout the school.

LEVEL 1

All, or nearly all, pupils make good progress in all areas of ICT capability throughout the school.



3b2: Pupils' progress more widely

LEVEL 5

Limited and inconsistent use of ICT means that it has little impact on pupils' progress across curriculum areas.

LEVEL 4

A narrow range of ICT use limits its impact on pupils' progress across curriculum areas.

LEVEL 3

Many pupils use ICT to extend and improve their learning across a few curriculum areas and in a range of contexts. This improves their progress in some areas.

LEVEL 2

Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts.

LEVEL 1

ICT has a visible and frequent impact on the learning of all, or nearly all, pupils across most curriculum areas and in a wide range of contexts.



3b3: Pupils' understanding about their learning with ICT

LEVEL 5

Pupils are generally unable to identify or articulate how the use of ICT supports their learning.

LEVEL 4

Pupils seldom reflect or talk about how their use of ICT supports their learning. They find it difficult to give examples that link ICT practice with impact on learning.

LEVEL 3

Pupils are beginning to reflect on how ICT supports their learning. Some can discuss elements of this when prompted, and sometimes use examples drawn from their own experience.

LEVEL 2

Pupils have some understanding of how the use of ICT improves their learning both within and beyond the school. They are able to illustrate this with examples drawn from their own learning.

LEVEL 1

Pupils have a good understanding of the potential of ICT to support and enhance learning both within and beyond school. Drawing on their own experience they can readily identify ways in which ICT makes a difference to learning and achievement



3b4: Pupils' confidence and independence

LEVEL 5

Few pupils have developed their ICT capability to a stage of being confident to apply it independently.

LEVEL 4

Some pupils make decisions about when to employ ICT in some subjects but often lack confidence to take their learning forward independently or to transfer their ICT capability to new situations. Pupils generally have few expectations about using ICT as a natural part of their learning.

LEVEL 3

Many pupils have the confidence to make informed decisions about when to use ICT. They are able to make independent use of ICT and transfer their ICT capability to new situations. They have growing expectations about using ICT to support their learning.

LEVEL 2

Most pupils have reached high levels of confidence to apply ICT independently and where appropriate. They make informed decisions across the curriculum about when and how to use ICT. They have clear expectations about using ICT to support their learning.

LEVEL 1

All or nearly all pupils have reached high levels of confidence and independence to apply and develop their use of ICT. They make regular informed decisions across the curriculum about when and how to use ICT. They have high expectations about using ICT to support their learning both within and beyond the school.



3b5: Effective and safe use of digital resources

LEVEL 5

Few pupils are aware of the issues and risks relating to safe and responsible use of ICT. They do not have the knowledge or skills to enable them to make safe use of digital resources.

LEVEL 4

Some pupils are aware of the issues and risks involved in the use of ICT. They are aware of the school's policy and the need to adopt appropriate and responsible behaviours. However, few pupils have sufficient knowledge and skills to enable them to make safe use of digital resources.

LEVEL 3

Most pupils are aware of the issues and risks involved in the use of ICT and are aware of school policy and the need to adopt appropriate and responsible behaviours. However, not all pupils have sufficient knowledge and skills to enable them to make safe and effective use of digital resources.

LEVEL 2

All, or nearly all, pupils understand the issues and risks involved in the use of ICT. They are aware of school policy and the need to adopt appropriate and responsible behaviours. Most pupils have a good range of knowledge and skills to enable them to make safe and effective use of digital resources both within and beyond the school.

LEVEL 1

All, or nearly all, pupils consistently adopt safe practices both within and beyond the school. They have a full range of knowledge and skills to ensure safe and effective use of a wide range of digital resources. They apply and adapt these to new and emerging technologies.



3b6: Learning skills

LEVEL 5

ICT does not significantly influence the development of pupils' learning skills or develop their creative abilities.

LEVEL 4

The use of ICT helps some pupils to develop their creative abilities, search for information, draft their work and pay more attention to detail and presentation. Opportunities to do this are limited and inconsistent.

LEVEL 3

For many pupils the use of ICT in some curriculum areas develops their creative abilities and their ability to research, refine their work, learn from their mistakes, collaborate with others and reflect on the quality of their work.

LEVEL 2

For most pupils the use of ICT in a broad range of curriculum areas improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.

LEVEL 1

For all or nearly all pupils the use of ICT, both within and beyond the school, significantly improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.



3b7: Attitudes to learning

LEVEL 5

ICT has little or no influence on pupils motivation or general attitude to learning.

LEVEL 4

For some pupils the use of ICT for teaching or learning has a limited influence on their self-esteem, motivation or general attitude to learning.

LEVEL 3

The use of ICT helps many pupils to improve their motivation and supports the development of their self-esteem, attitude to learning and capacity for independent study.

LEVEL 2

Most pupils are motivated to use ICT both in and out of school in order to improve their work. ICT has a significant influence on self-esteem, attitude to learning and capacity for independent study.

LEVEL 1

When using ICT, all or nearly all pupils show interest, enthusiasm and innovation. They explore the potential of ICT to improve their work both in and out of school. The use of ICT has a major impact on their self-esteem, enthusiasm, engagement and approach to learning within and beyond the school.



3b8: Behaviour

LEVEL 5

Pupils do not engage with learning activities or work effectively with others when using ICT. They show little respect for the work or feelings of other pupils.

LEVEL 4

When using ICT some pupils engage with learning activities and work effectively with others, but many lose interest when they encounter a problem. Some show respect for the work and feelings of other pupils.

LEVEL 3

When using ICT, many pupils engage with learning activities and work effectively with others, but some lose interest when they encounter a problem. They show respect for the work and feelings of other pupils.

LEVEL 2

When using ICT, most pupils engage with learning activities, work effectively with others and generally sustain attention. They show sensitivity and respect for the work and feelings of other pupils.

LEVEL 1

When using ICT, all or nearly all pupils engage with learning activities, work effectively with others, sustain attention and show tenacity. They show sensitivity and respect for the work and feelings of other pupils.



Next steps

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Assessment of ICT capability



Self-review framework

4. Assessment of ICT capability

This PDF provides an overview of the assessment of ICT capability element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

4a: Assessment of ICT capability

4a1: Assessment, recording and reporting of ICT capability

LEVEL 5

There are no processes for making reliable assessments of pupils' ICT capability or for reporting progress to parents/carers.

LEVEL 4

Some assessment and recording of ICT capability occur, but are inconsistent, uncoordinated and rarely take account of pupils' use of ICT in other curriculum areas. Statutory requirements for reporting to parents/carers are not fully met.

LEVEL 3

The assessment and recording of ICT capability are informed by pupils' use of ICT in other curriculum areas, but there is some variation in practice. Statutory requirements for reporting to parents are met.

LEVEL 2

The assessment and recording of ICT capability are reliable and consistent. They are informed by the use of ICT in other curriculum areas and by moderation within the school. Statutory requirements for reporting to parents are met.

LEVEL 1

The assessment and recording of ICT capability are rigorous, reliable and consistent. They are always informed by the use of ICT in other curriculum areas and by effective moderation within, and beyond the school. Statutory requirements for reporting to parents are met.



4a2. Dialogue

LEVEL 5

Few staff are able to engage pupils in dialogue about their use of ICT, other than at a superficial level.

LEVEL 4

Some staff are able to engage pupils in dialogue to help them improve, but only in some aspects of their use of ICT.

LEVEL 3

Many staff are able to engage pupils in dialogue that helps them improve their use of ICT.

LEVEL 2

Most staff are able to engage pupils in regular and well-informed discussions about their use of ICT and how to improve it.

LEVEL 1

All, or nearly all, staff are confident and competent to engage in high-quality, detailed dialogue with pupils about their use of ICT. This results in clear targets for improvement.



4a3. Self and peer assessment

LEVEL 5

Pupils are rarely involved in self assessment of their ICT capability.

LEVEL 4

Pupils are involved in some self assessment of their ICT capability, but this focuses mainly on ICT skills. This has limited impact on improvement.

LEVEL 3

Pupils are beginning to develop their own criteria for self and peer assessment of ICT capability. This sometimes helps them to understand how their work can be improved.

LEVEL 2

Pupils regularly assess their own and other pupils' ICT capability based on criteria they have identified and developed. This contributes to their understanding of what constitutes good quality and helps them to improve.

LEVEL 1

Effective and accurate self and peer assessment are undertaken systematically. This is integral to pupils' learning within, and beyond, the school and the development of their ICT capability.



4a4. Whole-school targets for improving ICT capability

LEVEL 5

Targets are not set for improving ICT capability.

LEVEL 4

Targets for improving ICT capability are set but these are not used effectively to drive individual pupil progress.

LEVEL 3

Targets are set for improving ICT capability. There is some tracking of individual pupils' progress and this is beginning to inform whole school progress.

LEVEL 2

The school sets and generally meets challenging targets for improving ICT capability. Pupils' progress is routinely tracked and the results are aggregated to inform whole school progress.

LEVEL 1

The school sets and meets challenging targets for improving ICT capability. Systematic and rigorous tracking of individuals' progress ensures the achievement of whole-school targets.



Next steps

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Professional development

Self-review framework



5. Professional development

This PDF provides an overview of the professional development element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

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It will enable you to:

- benchmark your progress against other schools
- record your judgements.

5a: Planning for professional development

5a1: Identifying individual staff skills and needs

LEVEL 5

There is little attempt to audit staff skills and needs in relation to ICT. There is a reliance on individuals identifying their own needs, usually in relation to the development of ICT skills.

LEVEL 4

There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.

LEVEL 3

There is planning for the identification of individual staff ICT needs. This focuses on improving learning and teaching as well as ICT skills. Where appropriate this is part of the performance management process.

LEVEL 2

There is a regular, comprehensive and systematic audit of staff skills and needs in relation to ICT competence and the effective safe and secure use of ICT in learning, teaching and management. ICT is always considered in the performance management process.

LEVEL 1

There is an embedded culture of review and self-review of staff ICT competence and needs. This includes a focus on the implementation of new technologies and practices and their impact on effective learning.



5a2: Identifying whole-school ICT development needs

LEVEL 5

Development needs are not identified in relation to the school's ICT priorities and planning.

LEVEL 4

Some development needs are identified but these are not always linked to the school's ICT priorities and planning.

LEVEL 3

Development needs are closely linked to the school's strategic planning and priorities for ICT and include a focus on the use of ICT in learning, teaching and organisational effectiveness and efficiency.

LEVEL 2

Development needs fully reflect the school's strategic plans and priorities and focus clearly on ICT use in all aspects of the schools work. This ensures the embedding of effective practice.

LEVEL 1

There is an embedded culture of review of whole-school needs in relation to the implementation of new technologies and practices and their integration into both effective learning and organisational effectiveness and efficiency.



5b: Implementation

5b1: Meeting school and individual ICT needs

LEVEL 5

There is no planning to link any identified individual or whole-school needs for ICT, and the range of development activities is very limited.

LEVEL 4

Planning for ICT professional development takes only limited account of individual and whole-school needs. Some attempt is made to widen the range of development opportunities.

LEVEL 3

There is a range of planned ICT professional development activities which meet the needs of some staff based upon performance management outcomes and begin to address identified whole-school needs.

LEVEL 2

Staff have access to a wide range of ICT professional development opportunities both within and out of school. These address whole-school needs and also meet the individual needs of most staff, taking account of the outcomes of performance management.

LEVEL 1

Staff have access to a wide range of engaging approaches to ICT professional development which blend different forms of provision. Established approaches to professional development balance strategic and individual needs and meet targets related to performance management.



5b2: Coaching, mentoring and individual support

LEVEL 5

Staff work in isolation, with no systems for individual coaching or mentoring.

LEVEL 4

Some mentoring or coaching takes place but this is unplanned and not available to all staff.

LEVEL 3

Individual mentoring and coaching is provided as a part of planned ICT professional development for most staff, according to need.

LEVEL 2

Systematic support through coaching and mentoring is part of planned professional development for ICT. The school makes use of external and online support to develop staff expertise.

LEVEL 1

Innovative approaches to individual support through coaching and mentoring are a key part of ICT professional development. The school also supports staff in other schools either face-to-face or through online collaboration.



5b3: Developing and sharing ICT practices

LEVEL 5

Staff are not encouraged or prepared to explore new technologies or practices. Sharing of effective practice is on an ad hoc basis.

LEVEL 4

Some staff welcome and try new ideas but the outcomes are not generally incorporated into future curriculum planning. The sharing of effective practice of ICT use is encouraged but still works only at an individual level.

LEVEL 3

Many staff engage in the development of new practices with ICT. Outcomes are incorporated, where appropriate, into the curriculum. There is sharing of effective practice across the school.

LEVEL 2

Most staff engage in the development of new practices with ICT. Outcomes are shared and reviewed widely and are frequently incorporated into the curriculum. The sharing of effective practice routinely occurs across the school and with other schools.

LEVEL 1

Action research is embedded within a strong culture of planned and evaluated innovation. This encourages all or nearly all staff to take calculated risks in pushing the boundaries of the use of ICT to make significant improvements to learning, teaching and organisational effectiveness and efficiency. The school is successful in sharing practice within and beyond the school.



5c: Review

5c1: Monitoring and evaluation

LEVEL 5

There are no systems for monitoring and evaluating the quality and effectiveness of its ICT professional development.

LEVEL 4

The school has begun to implement systems that enable it to monitor and evaluate some aspects of its ICT professional development. There is limited impact on future professional development planning.

LEVEL 3

The school has established systems to monitor and evaluate the quality, impact and value for money of its ICT professional development. Outcomes of this are beginning to inform future professional development planning.

LEVEL 2

The school has mature systems for evaluating the quality, impact and value for money of its ICT professional development. Planning for future professional development takes account of the outcomes of evaluation.

LEVEL 1

ICT professional development is systematically and rigorously evaluated. This identifies the impact on the organisation, learning and teaching and pupil outcomes and the value for money. This process is integral to the planning for future ICT professional development.



5c2: Impact of professional development activities

LEVEL 5

ICT professional development has little impact on learning and teaching.

LEVEL 4

ICT professional development has an uneven and limited impact on individual staff and on learning and teaching across the school.

LEVEL 3

There is evidence of positive impact of ICT professional development on individual staff, on learning and teaching across the school and on its organisational effectiveness and efficiency.

LEVEL 2

The school can clearly demonstrate how its ICT professional development has a significant impact for most staff and improves all aspects of the school's work and pupil outcomes.

LEVEL 1

The impact of ICT professional development is transformational for many staff. It is exemplified by significant improvements in teaching, learning within and beyond the school, pupil outcomes and organisational effectiveness and efficiency.



Next steps

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

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Resources

Self-review framework



6. Resources

This PDF provides an overview of the resources element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

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6a: Provision

6a1: Physical environments

LEVEL 5

Little or no consideration is given to how spaces can be designed, adapted or reorganised to reflect the role of ICT.

LEVEL 4

Individual staff have given some consideration to the way that their space within the school can be reorganised to provide a flexible environment that reflects the role of ICT.

LEVEL 3

Some spaces have been designed, adapted or reorganised in a coordinated way to provide flexible environments that reflect the school's vision for ICT.

LEVEL 2

Most spaces have been designed, adapted or reorganised to reflect the school's vision for ICT. They support a range of flexible learning and teaching styles and working practices.

LEVEL 1

Whole-school approaches to the innovative design, adaptation or reorganisation of spaces fully reflect the school's vision for ICT. This results in more imaginative and varied learning, teaching and working practices.



6a2: Sufficiency, suitability and availability of hardware

LEVEL 5

ICT hardware resources are insufficient in quality, quantity, range, suitability and availability and have minimal impact on learning, teaching or school management.

LEVEL 4

ICT hardware resources are limited in quality, quantity, range, suitability and availability and therefore have little impact on learning, teaching or school management.

LEVEL 3

ICT resources are sufficient in quality, quantity, range, suitability and availability to make a contribution to the current practice in learning, teaching and school management. The school is taking steps to provide access to appropriate ICT resources for those without access beyond the school.

LEVEL 2

ICT resources are sufficient in quality, quantity, range, suitability and are readily available to support learning within and beyond the school. These make a significant impact on learning, teaching and school management. The school ensures that there is ICT provision for those without access beyond the school.

LEVEL 1

There is a wide range of suitable, high-quality ICT resources which are sufficient to meet staff and pupils' needs wherever and whenever learning takes place. These are used imaginatively and have a significant impact on the culture and ethos of the school.



6a3: Internal and online connectivity

LEVEL 5

Internal and online connectivity to curriculum and management resources is poor or non-existent.

LEVEL 4

Internal and online connectivity to curriculum and management resources is limited and unable to meet the needs of many users.

LEVEL 3

Internal and online connectivity provides appropriate access to curriculum and management resources from many locations within the school. Planning ensures that the infrastructure can meet the demand. There is some impact on learning, teaching and staff working practices.

LEVEL 2

There is secure, reliable and fast internal and online connectivity. This provides appropriate access to curriculum and management resources from many locations within the school. Planning recognises the need to update infrastructure to meet future demands. There is clear impact on learning, teaching and staff working practices.

LEVEL 1

High-quality connectivity provides appropriate access to curriculum and management resources throughout the school and beyond. Regular review and updating ensure that new and growing demands are met. This enables innovative practice to develop which has a significant impact on the learning and management culture of the school.



6a4: Digital learning resources

LEVEL 5

The school has an insufficient range of digital learning resources to support the use of ICT in learning and teaching.

LEVEL 4

The school has access to a range of digital learning resources but these do not always meet the needs of the curriculum and pupils.

LEVEL 3

The school has access to a good range of appropriate digital learning resources that make a positive contribution to learning and teaching.

LEVEL 2

The school has access to a well planned range of appropriate, good quality digital learning resources that make a significant impact on learning and teaching.

LEVEL 1

The school has access to a wide range of appropriate, high-quality digital learning resources. Imaginative use of these resources significantly changes the learning culture within and beyond the school.



6a5: Environments for online learning

LEVEL 5

There is no planned provision for the use of environments for online learning other than web access or file storage.

LEVEL 4

Environments for online learning allow pupils access to content in lessons. They are able to access curriculum related resources and engage in activities.

LEVEL 3

Environments for online learning allow pupils to access, create and share content in lessons and beyond school. Pupils are able to showcase achievement. Parents and carers have online access to resources and information.

LEVEL 2

Environments for online learning support a range of learning activities within and beyond the school, including the use of communication and collaboration tools. Online access to appropriate information, resources and activities is available to all stakeholders.

LEVEL 1

Environments for online learning support a wide range of innovative learning activities within and beyond the school. Regular review and updates incorporate new and emerging technologies and practices. All stakeholders have opportunities to access and exchange appropriate information and resources.



6a6: Management information systems

LEVEL 5

Information management systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.

LEVEL 4

The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's management and much work is still done manually.

LEVEL 3

Staff make use of ICT for management, administration, finance and planning as appropriate. Current systems enable staff to share resources, access data and contribute to databases.

LEVEL 2

ICT is used effectively to support management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all management areas.

LEVEL 1

The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.



6b: Management of ICT resources

6b1: Procurement

LEVEL 5

Procurement of ICT resources is impulsive, unplanned and only reactive to available funding. No account is taken of environmental impact and the safe disposal of equipment

LEVEL 4

There is some planning for the procurement of ICT resources, but little account is taken of environmental impact and the safe disposal of equipment.

LEVEL 3

ICT resources are procured efficiently with regard to the total cost of ownership and value for money. Some account is taken of environmental impact. The school has begun to address the issue of safe disposal of equipment.

LEVEL 2

The procurement of ICT resources and services follows best practice guidelines and takes full account of the total cost of ownership and value for money. Consideration is given to environmental impact. There are some processes in place for the safe disposal of equipment.

LEVEL 1

Procurement is part of a systematic whole-school approach to providing ICT resources and services which are sustainable in the longer term. Regular review of processes ensures good value for money, minimal environmental impact and the safe disposal of equipment.



6b2: Technical support

LEVEL 5

Technical support systems are inadequate for the school's needs.

LEVEL 4

There is limited access to technical support staff and no proactive maintenance to reduce the risk of technical problems.

LEVEL 3

Technical support systems are adequate. There is some proactive management of maintenance. Reported faults are responded to in a timely fashion.

LEVEL 2

Technical support systems are provided and managed effectively. They are both proactive and reactive. The school minimises disruption to learning and teaching caused by technical problems.

LEVEL 1

Technical support staff are empowered to explore and implement innovative solutions. They contribute to the formulation and development of the school's ICT strategy. Systems are in place to manage and monitor the performance of technical support.



6b3: Data security and safeguarding

LEVEL 5

The school is not fully aware of the need to safeguard users or secure its data. It does not understand how technical systems can be used to achieve this.

LEVEL 4

The school is aware that it needs to safeguard users and secure its data. It has some technical solutions that address these issues but these are uncoordinated and at an early stage.

LEVEL 3

Technical solutions provide some safeguarding for users of the school's ICT systems. These sometimes limit opportunities for learning and teaching. The school is taking steps to ensure that data is secure both on and off site.

LEVEL 2

Technical solutions ensure that there is safeguarding of the school's ICT systems, without limiting opportunities for learning and teaching. Data is stored securely on and off site and regular reviews ensure that these systems remain effective.

LEVEL 1

Regularly updated technical solutions ensure a safe environment for all users whilst maximising learning and teaching opportunities. There is a high level of data security on all systems with timely and effective disaster recovery.



6b4: Evaluation

LEVEL 5

There is no planned evaluation of the sufficiency and use of the school's ICT resources.

LEVEL 4

Some ad hoc monitoring and evaluation take place, often as a reaction to issues related to the quantity of and access to, ICT resources.

LEVEL 3

Monitoring and evaluation of the use of ICT resources take place and inform the development of ICT strategy and future procurement.

LEVEL 2

Regular monitoring and evaluation of the use of ICT resources within and beyond the school are comprehensive and influence ICT strategy and future procurement.

LEVEL 1

There is systematic and widespread monitoring and evaluation of the use of ICT resources. The outcomes underpin the ongoing ICT strategy and procurement and are used to maximise access to learning opportunities.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



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