



what is the self-review framework?



introduction

The self-review framework helps you identify the level of your school's maturity in its use of ICT. It has a set of descriptors which enable you to see where you can make your ICT use more effective. The online tool suggests ways of achieving this.

Written and developed by Becta and its partners, the framework has been piloted by school leaders and modified in the light of their experiences.

Why use the self-review framework?

The use of ICT across the whole school empowers staff to broaden their range of approaches to working with pupils and can enable them to work towards transforming their learning.

Strategic planning of ICT is essential to ensure that the school's substantial investment in ICT 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.

It is essential to involve as many staff as possible with the self-review framework, as it enables them to gain a common understanding of what they are doing well, what areas they need to improve and how to focus on those. It 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 eight elements of the framework

The framework is split into eight distinct elements, which together provide a comprehensive picture of a school's ICT developments.

- 1. Leadership and management**
- 2. Curriculum**
- 3. Learning and teaching**
- 4. Assessment**
- 5. Professional development**
- 6. Extending opportunities for learning**
- 7. Resources**
- 8. Impact on pupil outcomes**

Each element is divided into strands, which break down further into different aspects.

'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



The descriptors

The framework is based on a series of descriptors of different levels of maturity in the use of ICT in schools.

Each aspect of the framework is described at five levels against which you align your school.

For example, the table below shows the five level descriptors for Element 5 (Professional development) Strand b (implementation) Aspect 3 (sharing effective practice).


'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

5b-3

Professional development

example

Level 5	Any sharing of effective practice between individual members of staff is on an ad hoc basis.	
Level 4	The sharing of effective practice of ICT use is encouraged during staff meetings, but still works only at an individual level.	
Level 3	Individual staff development incorporates the sharing and wider adoption of effective practice within the school.	
Level 2	The sharing of effective practice routinely occurs across the school and, on a planned and reciprocal basis, with other schools.	
Level 1	The school has developed innovative approaches to the sharing of effective practice within and beyond the school and makes use of the technology to achieve this.	

Advantages of using the online tool

By aligning your school with the appropriate level descriptor, you can see where the school is now in its ICT maturity and identify the next steps to take on your journey towards greater ICT effectiveness.


By using the self-review framework, you will:

- get a profile of your school's level in all of the elements
- be able to benchmark your school against others in each of the elements
- get a list of suggested actions to help you move forward
- be able to prioritise development and celebrate success.

'There are lots of areas we might not even have thought about if we had not had the framework.'

Karen Jones – King's Rise Community Primary School, Birmingham

The ICT Mark – the national standard for ICT effectiveness

The national standard for ICT effectiveness is indicated by the  logo in each aspect on the online tool.

If you wish, once your school has reached the required level in every aspect of the framework you can apply to be assessed for the ICT mark accreditation.

The self-review framework's online tool shows you how to make progress towards this national standard and beyond.

- The online tool produces suggested actions, which can guide you on how to improve your school's effective use of ICT.
- You can customise these actions to suit the individual needs of your school.
- You can record the evidence your school has used to reach your judgements.

'It has focused our minds on where we are and where we want to be.'

Gina O'Connor – Deputy Headteacher, Westwood School, Coventry

overview of elements

Element 1 – Leadership and management

1a 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.

1b 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.

1c The use of ICT to improve organisational effectiveness and efficiency

The effectiveness of the use of management information systems and performance data is considered here.

School leaders should use ICT strategically to:

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

1d 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.

Element 2 – Curriculum

2a The planned ICT curriculum

This strand considers the delivery of the planned ICT curriculum¹.

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.

2b 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.

2c Curriculum leadership and review

This strand considers 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.



Element 3 – Learning and teaching

3a 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
- critically evaluate on a regular basis how ICT is used and share their reflections with colleagues, both within and beyond the school.

3b Learning with ICT

This strand reflects 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.

3c 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.

This framework does not recommend a particular approach (although where ICT is taught as a discrete subject there is an assumption that ICT capability will then be applied in a variety of contexts across the curriculum).

Element 4 - Assessment

4a 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.²

The two contexts for this assessment are:

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

Element 5 – Professional development

5a 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 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.

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.

5c 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.

5b Implementation

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

²Note that, in this strand, the assessment in both cases is of ICT capability and this should not be confused with subject assessment.

³ Although not all schools are able to provide a full range of extended opportunities for learning, they are expected in some way to extend their provision beyond the traditional concept of the school. All schools should be aware of the issues even if, for some, delivery is still at an early stage of development.

Element 6 – Extending opportunities for learning

6a 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 school³. 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.

6b 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.

Element 7 – Resources

7a 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.

It covers:

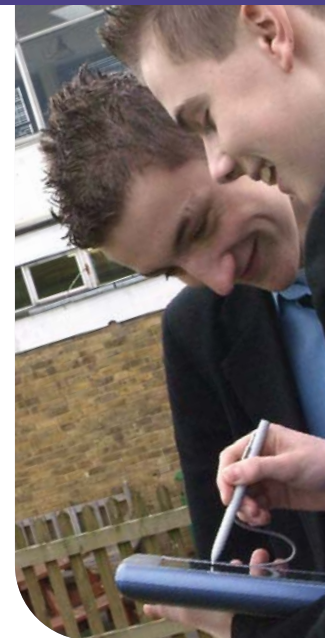
- internet access in relation to the needs of the school
- the effectiveness of technical support
- the need to minimise disruption to learning and teaching.

7c 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.



Element 8 – Impact on pupil outcomes

8a 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.

8b 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.

8c 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.



what next?

You need to decide:

Who will lead the review?

- The headteacher?
- A senior leader?

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?

Who will be involved?

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

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.

Who developed the self-review framework?

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

- DfES
- 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)

Find out more about the self-review framework

- Self-review framework
[<http://becta.org.uk/schools/selfreview>]
- ICT Mark
[<http://www.becta.org.uk/schools/ictmark>]
- ICT Excellence Awards
[<http://www.becta.org.uk/awards>]
- Ways to use the self-review framework – Guidance for leaders
[<http://www.becta.org.uk/publications>]



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