guidance for leaders

Becta

improving learning
through technology

‘The self-review framework effectively shows the whole-school development of ICT. In reflecting the successes and achievements of learners throughout the school it helps staff focus on good practice with ICT.’

Sandra Phillips, Subject leader for KS3 & 4 ICT, Chadsgrove School

Using the self-review framework **in a special school**

Using the self-review framework, schools can identify where their use of ICT is most effective and plan the practical steps they can take to move forward. It offers schools a straightforward route to benchmark their ICT use against established best practice and to develop clear strategies to ensure that ICT can meet their needs, not only now, but into the future.

The self-review framework is designed to support all schools, and many of its elements – leadership and management, and extending opportunities for learning, for example – are as relevant to special schools as to mainstream primary or secondary. However, some areas, particularly those relating to the curriculum followed by pupils and their attainment in ICT, might not immediately appear to reflect the priorities of a special school. This leaflet aims to help schools working with pupils with special educational needs to use the self-review framework and apply it in the context of their pupils and how they work.

The self-review framework contains eight elements. Overleaf we look in closer detail at Element 8 – Impact on pupil outcomes, and some of the issues that schools will consider for pupils with special educational needs.

Self-review framework:

Element 8 – Impact on pupil outcomes

The self-review framework should enable schools to celebrate achievements. The statements below reflect the threshold level that schools must reach to qualify for the ICT Mark. The right-hand column contains suggestions on how special schools might interpret these expectations for their own context.

Strands	ICT Mark statement	For pupils with special educational needs
8a–1 Year-on-year progress	Pupils make clear year-on-year progress in ICT, but a few make uneven progress in some aspects.	For some pupils, evidence of progress may be hard to establish and it may be sufficient that pupils are not losing skills. ICT use can include use of a communication aid or environmental control as well as standard hardware and software.
8a–2 Progress of different groups	Data on the ICT progress of a range of different groups of pupils shows that most of the pupils in those groups most likely to be disadvantaged make satisfactory or good progress.	Schools will record targets for pupils and have evidence of ICT being included in pupils' IEPs. Working towards P levels is as valid as other levels. Records of achievement, pupil profiles, e-portfolios and SIMS data will be relevant.
8a–3 Independence in working with ICT	Most pupils have reached high levels of confidence to use and apply ICT independently and where appropriate.	For some pupils this may mean reducing their dependency on others. Look for cause and effect activities, and using technology to make choices.

Strands	ICT Mark statement	For pupils with special educational needs
8b–1 Breadth and range	Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts.	ICT use can be very wide – remember to include digital or video cameras for recording, and music-making with specialised software, for example.
8b–2 Broader aspects of learning	ICT regularly contributes to progress in the development of thinking and learning skills for many pupils.	An example might be pupils on the autistic spectrum using ICT to organise their learning through mind-mapping tools. Other groups might use video or digital photographs in PE.
8b–3 Creativity	Pupils regularly widen their creative abilities through their use of ICT in some subjects.	Think about evidence of using sensory rooms, musical walls, art and design software, photography, presentations or video.
8c–1 Attitudes to learning	The use of ICT has clear impact on pupils' attitudes to learning, including their self-esteem. For most pupils the use of ICT has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. They pay more attention to detail in their work.	Learning should not just be evidenced by written work. Teachers might like to use examples in music or art, where using video or digital photographs has helped pupils to review their performance. Think also about the contribution of simulations to pupils' experiences.

Strands	ICT Mark statement	For pupils with special educational needs
8c–2 Behaviour	When using ICT, pupils engage or collaborate and generally sustain attention. Most show sensitivity and respect for others' work, feelings, values and beliefs.	Levels of collaboration may be challenging for many pupils, but ICT can provide opportunities for turn-taking and collaboration using interactive whiteboards or floor robots, for example.
8c–3 Motivation	Many pupils show interest, enthusiasm and curiosity when they or others are using ICT. This encourages them to explore the potential of ICT both in and out of school. It helps them to sustain concentration and study independently.	Many pupils with special needs are highly motivated by using ICT, especially multimedia which offers a range of sensory experiences. Examples of ICT out of school could include neighbourhood visits to garages, banks, post offices and shops as well as trips to science and technology museums.

What's in it for you?

The self-review framework complements the work of Ofsted's self-evaluation framework and helps schools to:

- raise standards of achievement using new technology
- manage information more efficiently
- communicate more effectively inside and outside the school
- encourage a commitment to using technology
- highlight areas for development and future investment
- keep the learner at the centre of planned developments.

It is available as an online tool at: **http://www.becta.org.uk/schools/selfreview**

Working in partnership

Becta has developed the self-review framework in collaboration with a range of partners including Ofsted, the Qualifications and Curriculum Authority (QCA), the Training and Development Agency for Schools (TDA), the National College for School Leadership (NCSL), the National Strategies, the Specialist Schools and Academies Trust (SSAT), the Department for Education and Skills (DfES) and Naace.

Awards and accreditation

ICT Mark

Becta has also developed an accreditation scheme allowing schools the option of achieving external recognition of the progress they have made. Awarded by Becta and created in partnership with Naace, the ICT Mark enables schools to move forward in the knowledge that they are implementing recognised good practice.

ICT Excellence Awards

The ICT Excellence Awards seek to identify and reward exemplary schools across the UK that have transformed aspects of their business through ICT. These awards have an inclusion category, which recognises and rewards schools that develop the use of ICT to support inclusion and promote access to learning.

http://www.becta.org.uk/excellenceawards

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