Becta

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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?
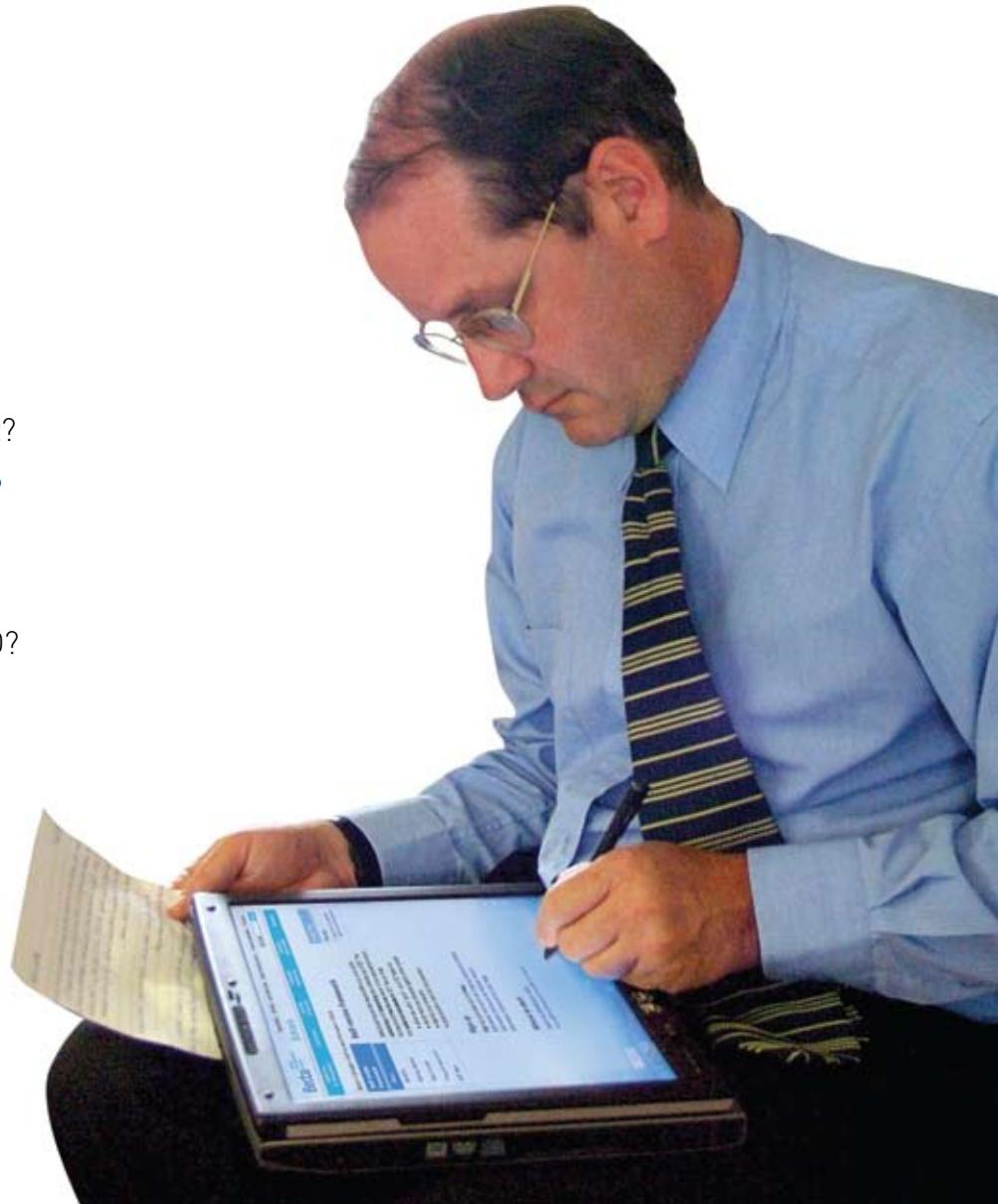- A senior leader?

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

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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