



The self-review framework  
*supporting the Primary National Strategy*



As schools begin to implement the Primary National Strategy's renewed frameworks programme for literacy and mathematics, they will find that there are many benefits to be gained by using the self-review framework.

Working through the self-review framework will support schools in embedding the use of ICT and developing their implementation of the Primary National Strategy.

### **Current Primary National Strategy priorities for learning and teaching using ICT**

- **To ensure use of ICT in children's independent work**
- **To provide further training for consultants on the effective use of ICT**
- **To embed or develop ICT approaches in the renewed literacy and mathematics frameworks**
- **To identify the specific areas of reading, writing and mathematics where use of ICT can make a positive contribution**
- **To ensure effective use of resources offered through the Primary Strategy**
- **To develop knowledge and understanding of progression in ICT skills across the primary age range**

Focusing on the key ICT priorities for the Primary National Strategy, the self-review framework enables schools to look specifically at the use of ICT in literacy and mathematics as well as across the curriculum as a whole.

**Using the self-review framework helps the school to address learning and teaching with ICT within the renewed framework.**

### *How?*

- By considering how ICT is enabling the delivery of the renewed framework.
- By looking at the specific use of ICT in the renewed literacy and mathematics frameworks.
- By exploring with staff throughout the school the issues that have an ICT focus.

**It will help teachers planning and implementing the renewed frameworks if the whole school has engaged with the self-review framework.**

### *Why?*

- Working through the following three elements of the self-review framework will mean that the school has considered and is prepared for

the ICT priorities for learning and teaching:

- *Curriculum*
  - *Learning and teaching*
  - *Assessment.*
- Working through these two further elements of the self-review framework will mean that the school has considered the resources and skills needed, and how to use those effectively to deliver the ICT aspects of the renewed frameworks:
    - *Resources*
    - *Professional development.*

**At a whole-school level, working through the self-review framework will help in the use of ICT in the classroom to deliver the strategies.**

### *Why?*

- The use of ICT will be developed through, and embedded in, literacy and mathematics.
- Carefully considered whole-class use can act as a foundation for the development of independent use of ICT.

# [www.becta.org.uk/schools/selfreviewframework](http://www.becta.org.uk/schools/selfreviewframework)

- It will enable wider use of technologies, which the school can integrate into a modern curriculum for learners.
- Staff will develop stronger skills and confidence with ICT if they are using it in all appropriate areas of practice and also if they have considered how and why they are making use of ICT and then reflect on its use.
- Using the self-review framework will enable team leaders to take ownership of the use of ICT in their curriculum areas, and to review their progress in addressing the priorities for ICT.
- The school will develop a clearer understanding of how ICT is being applied to the renewed frameworks and will therefore be better able to identify evidence-informed actions for development.

**A school using the self-review framework to assess its use of ICT will find that doing so supports the delivery of the renewed strategies programme.**

## *How?*

- The school will have considered what resources, skills and infrastructure it needs to have in place in order to use ICT across the primary curriculum.



## How the self-review framework can help a school develop use of ICT in children's independent work

The learning and teaching element of the self-review framework looks at the quality use of ICT for learning and teaching; the impact on pupil outcome element looks at pupils' progress in the use of ICT and focuses particularly on independence in working with ICT. A school's literacy leader could work with specific teams or across year groups to form a judgement about the extent of independent use of ICT by the pupils. Making judgements will involve considering statements and what evidence the school has to support these. The statements may vary from 'Few pupils have developed their ICT capability to a stage of being confident to apply it independently' to 'All, or nearly all, pupils have reached high levels of confidence and independence in applying and developing their use of ICT'.

Having gauged the school's position, the specific teams can then begin to develop actions to help them make progress with these elements, and particularly how they apply them to children's independent use of ICT. Users of the framework are supported in developing action plans, with suggestions and exemplars.

Once the actions are agreed and in place, the literacy leader can then refer back to the self-review framework, and use it as a monitoring tool for measuring progress.

### Next steps

- Register with the self-review framework [www.becta.org.uk/schools/selfreviewframework](http://www.becta.org.uk/schools/selfreviewframework)
- Get copies of the Primary Strategy's renewed frameworks <http://www.standards.dfes.gov.uk/primary>
- Decide which elements of the self-review framework to tackle first
- Use the self-review framework to review your school's ICT
- Begin making a difference!

[www.becta.org.uk/schools/selfreviewframework](http://www.becta.org.uk/schools/selfreviewframework)



Millburn Hill Road  
Science Park  
Coventry CV4 7JJ  
Tel: 024 7641 6994  
Fax: 024 7641 1418  
Email: [becta@becta.org.uk](mailto:becta@becta.org.uk)  
URL: <http://www.becta.org.uk>