

Schools

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next generation
learning

Using technology for school improvement

A guide for school leaders



www.becta.org.uk/schools/selfreview

The self-review framework

Manage the ICT in your school in line with established best practice and you can expect better learning outcomes and more effective use of valuable resources. Becta's self-review framework helps you assess how you're doing and plan for improvement. In this guide, you'll find out more about how self-review works and how, when linked with the prestigious ICT Mark, it can bring you wider recognition for your achievements.



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.

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.

Because the self-review framework complements Ofsted's Self Evaluation Framework (SEF), using Becta's self-review framework can provide compelling evidence in support of your school's SEF submissions.

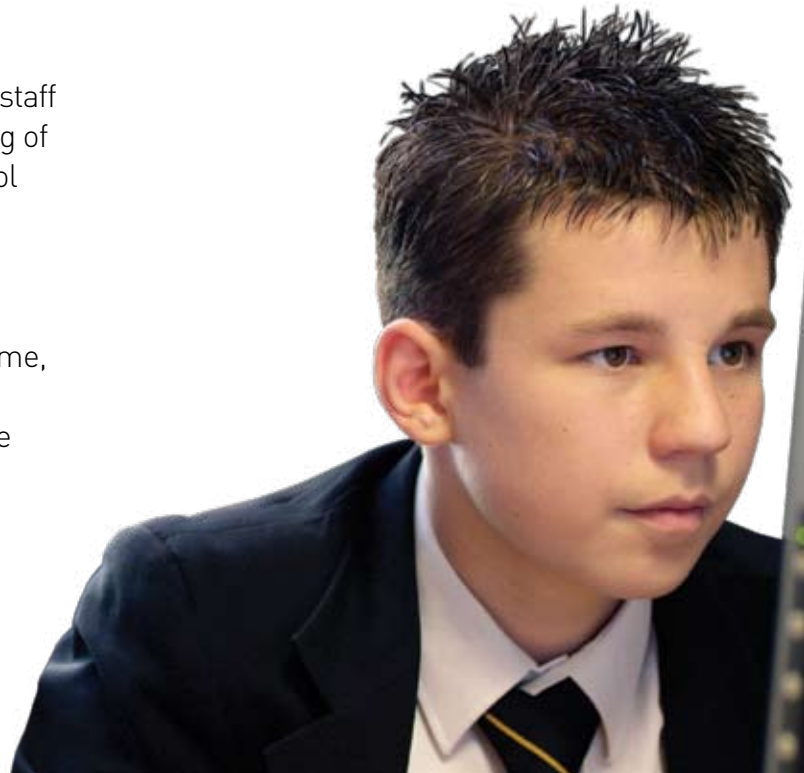
The self-review framework itself is based around a set of descriptors. These are statements that reflect a nationally-agreed set of standards and summarise different stages of maturity in the way your school might be using different aspects of technology.

By comparing your development against these statements you can identify where you need to improve to achieve best practice, and how to plan both your future work and the investment you must make in technology to improve your school's effectiveness.

To support you in your review, we have developed an online tool which you can freely access. This tool is designed to help you collect and store information at the times that best suit you and your colleagues.

The framework allows you to involve as many staff as possible, creating a common understanding of what's going well, and in what areas the school needs to improve.

Using the self-review framework will give evidence which can support your application to a nationally recognised accreditation scheme, the ICT Mark. This accreditation enables you to celebrate your successes and demonstrate your competence to others.



The benefits of self-review

When you use the self-review framework, you will:



- 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.

Many schools have already used the self-review framework and have begun to take advantage of some of these benefits.

“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

“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



The eight elements of the self-review framework

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



These elements are:

- **Leadership and management**
This element allows your school to develop and communicate a shared vision for use of technology which will help you to plan a sustainable strategy.
- **Curriculum**
This element enables you to review and update the curriculum in the light of developments in technology while also ensuring pupils' technology experiences are progressive, coherent, balanced and consistent.
- **Learning and teaching**
This element enables you to plan and evaluate your use of technology to enhance learning and teaching and meet pupil's expectations, while encouraging collaboration amongst teaching staff.
- **Assessment**
This element enables you to assess the capability of technology in your school to support pupils' learning. You can use this assessment evidence while you are planning learning and teaching across the whole curriculum.

- **Professional development**

This element enables you to identify and address the technology training needs of your school and individual staff, enabling you to provide quality support and training activities for all staff in their use of technology.

- **Extending opportunities for learning**

This element enables you to understand the needs of your pupils and the community in their extended use of technology. This helps you to review, monitor and evaluate opportunities to extend learning within and beyond your school and put effective provisions in place.

- **Resources**

This element helps ensure your learning and teaching environments use technology effectively. This will enable you to purchase, deploy and review appropriate technology resources continually informing your school improvement strategy.

- **Impact on pupil outcomes.**

This element helps to demonstrate how pupils can make good progress in using technology to improve their capabilities and how it can have a wider positive impact on their progress.

You can find more detail online at

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

“The fact the school has the ICT Mark is something that I’m 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

“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

What you should be doing

Before getting started you will need to decide:

- Who will lead the review?
 - the headteacher
 - a senior leader
- How much time should be dedicated to the project?
 - 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 should we start with?
 - leadership and management
 - learning and teaching
 - resources
 - one of the others



Further information



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 find out how to register your interest in the 2008 ICT Excellence Awards and see the 2007 winners visit

www.becta.org.uk/awards

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