

City and County of Swansea Education Effectiveness Service

ICT Mark Self-Review Framework

The Naacemmark was developed by Cambridgeshire LEA and Naace, with support from Becta, to provide a description of a "good" school for ICT. It enabled schools to set up systems and processes to ensure that ICT was embedded across the school, and was sustainable.

However, it was clear that with multi-agency support, and support from all four UK countries, that Naacemmark could become a secure and inclusive Quality Assurance scheme for schools. A meeting was arranged in December 2004, when all the key agencies and authorities in all four countries agreed to support a revision of the Naacemmark into something that could be used, and promoted, by all the players. Ruth Kelly incorporated this into her speech at Bett '05.

The "Self-Review Framework", to be launched at the end of March 2006, currently describes eight key areas, with several strands per area, and five levels, developed from this. Levels 4 to 2 correspond generally to the Ofsted Common Evaluation Framework levels, with level 1 as an "aspirational" level. Several resources have been used to build the draft framework, including:

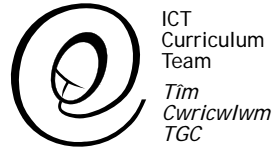
- Naacemmark
- the Common Evaluation Framework from Ofsted
- the "Features of an e-confident school" from NCSL.

There have been over one hundred people from a wide range of organisations working together to produce the elements, strands, aspects and descriptors that make up the framework.

Unlike Naacemmark, which describes a "good" school, the framework provides for all schools, with opportunities to move up the scale from 5 to 1. Every school can therefore engage with the Self-Review Framework, with the ICT Mark as an optional accreditation for those who move into the "good" level across all eight elements.

An electronic version of the BECTA's Self-Review Framework is available at: <http://matrix.becta.org.uk>

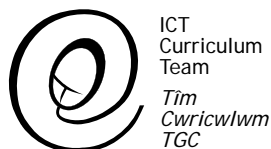
Do not hesitate to contact either Bernie Henderson or Lindsay Harvey should you wish to discuss the ICT Mark or the Self-Review Framework further.



ICT Mark Self-Review Framework


The following elements link directly to the electronic version of the BECTA's Self-Review Framework.

- [Element 1. Leadership and Management](#) - This element has been created in partnership with the **National College for School Leadership**.
- [Element 2. Curriculum](#) - This element has been created in partnership with the **National Strategies**.
- [Element 3. Learning and Teaching](#) - This element has been created by **Becta**.
- [Element 4. Assessment](#) - This element has been created in partnership with the **Qualifications and Curriculum Authority**.
- [Element 5. Professional Development](#) - This element has been created in partnership with the **Training and Development Agency**.
- [Element 6. Extending opportunities for learning](#) - This element has been created by **Becta**.
- [Element 7. Resources](#) - This element has been created by **Becta**.
- [Element 8. Impact on pupil outcomes](#) - This element has been created in partnership with **Ofsted**.

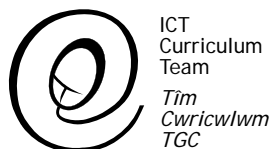


ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1a The Vision for ICT
Aspect: 1a – 1 The Vision


Level	Position Statement	Evidence
1	There is an innovative and inclusive vision which anticipates future developments in practice and technology.	
2	 An inclusive vision clearly identifies the potential of ICT for enhancing all aspects of the school's work. It recognises the distinctive contribution of ICT and identifies how this supports the school's wider aims and aspirations.	
3	The vision recognises the potential for ICT to enhance some aspects of the school's key functions including learning and teaching. This vision is consistent with the school's aims.	
4	The vision does not distinguish clearly between the different opportunities offered by ICT. It is limited to the potential impact of ICT on marginal aspects of the school's work or is mainly focused on the acquisition of resources.	
5	There is no expressed vision from those leading ICT.	
N/A		

Comments

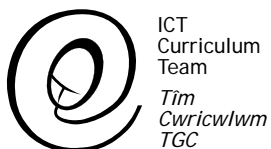


ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1a The Vision for ICT
Aspect: 1a – 2 Development and ownership of the vision


Level	Position Statement	Evidence
1	Development of the ICT vision has actively involved appropriate staff, governors, pupils and parents. The vision is understood and embraced by all, or nearly all, staff, governors, and pupils and is supported by parents/carers and the wider community.	
2 	Development of the ICT vision has actively involved appropriate staff, governors and pupils. The vision is understood and embraced by most staff, governors and pupils.	
3	Development of the ICT vision has involved appropriate staff and governors. This vision is understood and embraced by many staff and governors.	
4	Development of the ICT vision has involved few staff and governors. The vision has been shared, but is only understood and embraced by some staff.	
5	There is no expression of a vision for ICT.	
N/A		

Comments

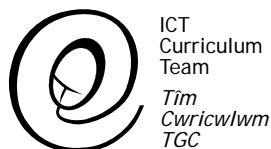


ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1a The Vision for ICT
Aspect: 1a – 3 Reviewing the Vision


Level	Position Statement	Evidence
1	The school proactively explores the potential of emerging technologies, new practices and outcomes of its own evaluations to regularly review and update its vision for ICT.	
2	 The school regularly reviews and revises its vision in the light of developments in technology, knowledge of effective practice and the outcomes of school monitoring and evaluation.	
3	The school reviews its vision in relation to emerging technologies or effective practice. The vision is not consistently informed by the outcomes of internal evaluations of the impact of ICT.	
4	The school does not have any systems to review or develop its vision for ICT. It has limited, or ad hoc awareness of emerging technologies or practice which might influence a future vision for ICT.	
5	There is no expression of a vision for ICT.	
N/A		

Comments

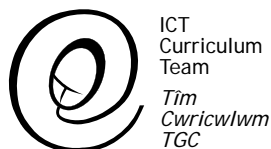


ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 1 Strategic Leadership

Level	Position Statement	Evidence
1	Strategic leadership for ICT includes the headteacher, senior management team and governors.	
2	 The headteacher provides clear and pro-active strategic leadership for ICT along with members of the SMT/leadership team.	
3	The headteacher invests responsibility for the strategic leadership of ICT in the senior management/ leadership team.	
4	The strategic leadership of ICT has been left to individuals who may not be part of the SMT/leadership team.	
5	There is no defined strategic leadership of ICT; individuals act independently of each other.	
N/A		

Comments



ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 2 Operational leadership

Level	Position Statement	Evidence
1	Operational leadership for ICT is distributed and co-ordinated across the whole school. It is innovative in its practices and provides an effective model for other schools.	
2	The school's leadership team empowers and supports others to provide operational direction at all levels and with clear accountabilities.	
3	There is clear operational direction, and there are systems for, and co-ordination of, the development and use of all aspects of ICT across the whole school.	
4	Operational leadership for the development of all aspects of ICT is uncoordinated, inconsistent and invested in one or two individuals. Lines of responsibility and accountability are unclear.	
5	There is no clear operational leadership or co-ordination of the development of ICT capability and/or use of ICT across the school.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 3 A strategy to achieve the vision

Level	Position Statement	Evidence
1	There is an innovative strategy that ensures the school can realise its vision for ICT. It also enables innovation to take place to inform future priorities.	
2	 The school's strategy for ICT sets out clear priorities for implementing the vision and co-ordinated actions to achieve these.	
3	The strategy is aligned with the vision and defines clear goals and actions to achieve these. The identified priorities are not always linked to the vision.	
4	The strategy is poorly defined, with little specific direction to adopt and reflect the vision for ICT. It focuses mainly on resources.	
5	There is no whole-school strategy or shared priorities for ICT.	
N/A		


Comments



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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 4 Whole-school planning for ICT

Level	Position Statement	Evidence
1	ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.	
2	 ICT planning is well informed and fully integrated into whole-school planning. It sets challenging targets across the school.	
3	Planning for the provision and use of ICT is consistent with the whole-school strategy for ICT. Some aspects of ICT planning are included in whole-school improvement planning. Plans identify realistic short, medium and long term targets, related to resources and responsibilities.	
4	Planning for effective ICT provision occurs in some specific areas but is uncoordinated. The planning contains broad targets that lack clarity and are insufficiently related to the vision or achievement goals.	
5	The lack of a vision and strategy for ICT means that there is little or no whole-school planning for ICT.	
N/A		
N/A		


Comments



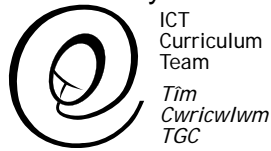
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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 5 Budgetary effectiveness for ICT

Level	Position Statement	Evidence
1	The school always evaluates its expenditure on ICT and its budgeting takes account of the total cost of ownership of ICT. There are clear links between expenditure and improvements in pupils' achievements. Account is taken of these outcomes in subsequent planning for ICT.	
2	 The school evaluates and reviews its ICT budget and is aware of the full cost of its ICT strategy. ICT expenditure is linked to improvements in planned outcomes.	
3	The school budgets carefully for ICT across the whole school and has begun to cost more fully the implications of its ICT developments. It has started to identify links between expenditure and outcomes.	
4	The school has begun to plan its ICT budget more actively and is aware of the wider cost implications for ICT but does not take this into account when setting budgets. The school is not yet able to link its expenditure on ICT to improvements in outcomes.	
5	The school does not budget in a planned way for ICT and makes no attempt to link expenditure to improvements. It sees ICT costs only in terms of hardware and software.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1b A strategy to achieve the ICT vision
Aspect: 1b – 6 Sustainability

Level	Position Statement	Evidence
1	The strategy ensures continuity of all aspects of provision for ICT, which is an integral part of the work of the school and a key element of school improvement.	
2 	The ICT strategy addresses continuity of provision and it plans for sustainability in the longer term.	
3	The strategy recognises longer-term issues of sustainability. Leadership is still exploring ways to address these.	
4	The strategy is reactive, depending on external initiatives or one-off ICT funding. It does not address longer term issues of sustainability.	
5	There is no long-term thinking for sustainability.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 1 Use of management information systems

Level	Position Statement	Evidence
1	The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.	
2	ICT is used effectively to support management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all management areas.	
3	 All teachers make appropriate use of ICT for management, administration and planning. Current systems do not easily enable staff to share resources, access data or contribute to databases.	
4	The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's management and much work is still done manually.	
5	The use of ICT for management is not co-ordinated. Systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 2 Use of performance data

Level	Position Statement	Evidence
1	All staff make regular and consistent use of integrated ICT systems to record and analyse performance data. Pupils and parents have access to, and make use of, appropriate data.	
2	 Pupil data is available to staff as appropriate through an integrated system within and beyond the school. Data is used to set individual and whole-school targets.	
3	There is an agreed whole-school approach to the use of ICT to record and analyse performance data. This is not always used consistently or effectively to track pupils' progress and set targets.	
4	Several different ICT systems are used to record and analyse school and performance data. This is not used for target setting.	
5	The school makes no, or limited, use of ICT to record or analyse assessment data.	
N/A		


Comments



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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 3 Communications


Level	Position Statement	Evidence
1	Electronic systems, that ensure effective communication with staff, pupils, parents/carers, governors and others, are widely available, within, and beyond, the school. They are well integrated and complement other means of communication used by the school.	
2	The school uses a wide range of electronic systems for effective and appropriate communication with different groups. It regularly reviews and updates systems and processes to ensure they meet the needs of users.	
3	 The school uses different electronic systems to communicate internally and externally. These are well understood and used by staff and other groups of users.	
4	The school makes only limited use of electronic systems to communicate internally and externally. These mainly replicate traditional processes and often do not meet the needs of different users.	
5	ICT makes a minimal contribution to the school's approaches to communication.	
N/A		

Comments



ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 4 Security and safety

Level	Position Statement	Evidence
1	The school regularly reviews and updates its health and safety, including e-safety, policies. It takes appropriate action to ensure high levels of safety of all members of the school community both within, and beyond, the school. The school has involved parents and carers in its advice on health and safety, including e-safety, issues.	
2	The school has included all aspects of ICT use in its health and safety policy and these are fully understood and implemented by all, or nearly all, staff and pupils. They are aware of the issues relating to e-safety, are aware of their responsibilities and adopt appropriate practice when using ICT.	
3	 The school has policies for health and safety which include ICT use and ensuring the e-safety of staff and pupils. These are understood by most staff. There are some measures in place to deal with issues but these are not consistently applied wherever ICT is used.	
4	The school is aware that it has responsibilities relating to health and safety, including e-safety, of staff and pupils when they are using ICT but appropriate measures are taken only by some staff and are patchy and uncoordinated.	
5	The school is not fully aware of its responsibilities with respect to ensuring the health and safety, including e-safety, of staff and pupils when using ICT. There are no relevant policies in place and there is little, if any, appropriate practice in these areas.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 5 Data Protection and Freedom of Information

Level	Position Statement	Evidence
1	The school regularly reviews and updates its processes relating to Data Protection and Freedom of Information. It takes appropriate action to ensure full compliance with the legal requirements. Parents/carers and others seeking information from the school are advised of the legal context in which the school works.	
2	 The school has published clear guidelines for staff relating to their responsibilities in relation to Data Protection and Freedom of Information. All, or nearly all, staff are aware of their responsibilities and apply appropriate measures rigorously when dealing with data.	
3	The school has policies for Data Protection and Freedom of Information and these are understood by most staff. However, there is inconsistency of practice.	
4	The school is aware that it has responsibilities relating to meeting the legal requirements for Data Protection and Freedom of Information, but appropriate measures are taken by only some staff and few are fully aware of their responsibilities.	
5	The school is not fully aware of its responsibilities with respect to meeting the legal requirements for Data Protection and Freedom of Information. Few procedures are in place to ensure compliance with the regulations.	
N/A		


Comments



City and County of Swansea Education Effectiveness Service

ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1c The use of ICT to improve organisational effectiveness and efficiency
Aspect: 1c – 6 Working practices

Level	Position Statement	Evidence
1	The school is innovative and wide ranging in its use of ICT to improve working practices. It can link improving staff effectiveness through the use of ICT to improved outcomes for pupils.	
2	The school uses a wide range of ICT to improve working practices. These are adopted systematically by most staff.	
3	 The school uses a range of ICT applications to improve working practices. These have been generally adopted by staff and some impact of their use has been identified.	
4	A few working practices have been affected by the use of ICT but adoption is slow across other areas. There is no evaluation of impact of these practices on staff or pupils.	
5	The school has not embraced ICT to reform working practices. Any use is unplanned or uncoordinated.	
N/A		

Comments



City and County of Swansea Education Effectiveness Service

ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1d Monitoring and evaluation
Aspect: 1d – 1 Monitoring and evaluating effectiveness of the strategy

Level	Position Statement	Evidence
1	Regular evaluation of processes and outcomes informs future thinking, planning and innovation. The school demonstrates its accountability both internally and externally to relevant partners.	
2	There is regular, effective and evidence-based evaluation of progress. The school uses this to prioritise future planning and to demonstrate its accountability.	
3	Regular monitoring of the implementation of the strategy at all levels informs future planning. However, this is not always objective and it is rarely used to demonstrate accountability.	
4	There is some monitoring of the implementation of the ICT strategy. This is usually the result of external processes or is a reaction to internal events.	
5	The school does not have a whole-school strategy for ICT.	
N/A		

Comments



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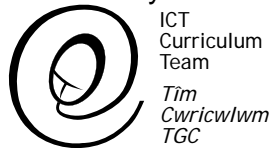
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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1d Monitoring and evaluation
Aspect: 1d –2 Evaluation of impact

Level	Position Statement	Evidence
1	Current and developing practices in the use of ICT, within and beyond school, are systematically and routinely evaluated for their impact. The outcomes always inform strategic planning.	
2	Systematic evaluation of the impact of ICT across the school has a strong influence on the development of strategic planning.	
3	Regular evaluation of impact of ICT takes place across the school and this is beginning to inform strategic planning.	
4	Some evaluation of impact takes place but this is ad hoc and not part of a whole-school approach.	
5	There is little or no evaluation of the impact of the use of ICT.	
N/A		

Comments




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ICT Mark Self-Review Framework

Element: 1 Leadership and Management
Strand: 1d Monitoring and evaluation
Aspect: 1d – 3 Range and quality of evidence


Level	Position Statement	Evidence
1	Regular and systematic analysis of a wide range of evidence from within and beyond the school is used to evaluate the impact of ICT.	
2	A wide range of evidence is used to provide a broad picture against which to evaluate the impact of ICT.	
3 	Evidence is collected systematically in some areas and used to evaluate the impact of ICT.	
4	A limited range of data is used to identify impact, but much evidence remains subjective or anecdotal.	
5	A limited range of evidence is used to identify the impact of ICT, but much is subjective or anecdotal.	
N/A		

Comments

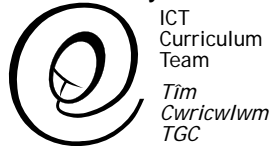


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2a The planned ICT curriculum
Aspect: 2a – 1 The development of pupils' ICT capability

Level	Position Statement	Evidence
1	The ICT curriculum is well planned to enable all, or nearly all, pupils to develop their ICT capability, through high-quality experiences across the whole curriculum. Planning at all levels ensures that pupils are challenged to make creative and innovative use of ICT to extend their capability.	
2	 The ICT curriculum is well planned to meet statutory requirements and to enable pupils to develop their ICT capability, through both discrete and cross-curricular opportunities. Planning includes an element of challenge with clear opportunities for pupils to extend their capability.	
3	The ICT curriculum, including cross-curricular opportunities, is planned to cover all aspects of ICT capability and meets statutory requirements. Planning recognises the need to differentiate between pupils of differing ICT capabilities.	
4	The ICT curriculum is poorly planned, covering only some aspects of ICT capability. Statutory requirements are not fully met.	
5	The ICT curriculum is unplanned and does not meet statutory requirements.	
N/A		


Comments



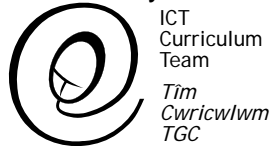
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ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2a The planned ICT curriculum
Aspect: 2a – 2 Application of ICT capability across the curriculum

Level	Position Statement	Evidence
1	The curriculum, and access to resources, enables pupils to develop and apply all aspects of their ICT capability, using a wide range of ICT applications at appropriate times across all subjects and locations.	
2	 Systematic planning identifies opportunities for most pupils to apply, consolidate and extend their ICT capability across all subjects, making use of a range of technologies.	
3	Planning systematically identifies opportunities for most pupils to apply, and consolidate their ICT capability across most subjects.	
4	The ICT curriculum provides a range of opportunities for most pupils to develop and apply many aspects of their ICT capability across a number of subjects.	
5	Curriculum planning identifies a limited range of opportunities for pupils to apply and improve their ICT capability across some subjects.	
N/A		


Comments



City and County of Swansea Education Effectiveness Service

ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2a The planned ICT curriculum
Aspect: 2a – 3 The use of ICT to support learning and teaching

Level	Position Statement	Evidence
1	Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching. Planning is used by all, or nearly all, staff, and opportunities are encouraged for extending and adding new ideas as technology and/or practice develop.	
2	 All curriculum planning identifies key areas where ICT can support teaching and learning. All, or nearly all, staff use these plans for all subjects of the curriculum.	
3	The majority of curriculum plans or schemes of work identify where ICT can support learning and teaching and these are followed by most staff.	
4	Some curriculum plans or schemes of work identify where ICT can support learning and teaching. Staff are left to decide whether to use these ideas or not.	
5	Curriculum planning does not identify opportunities to use ICT to support learning and teaching. Any use is left up to individual teachers.	
N/A		

Comments




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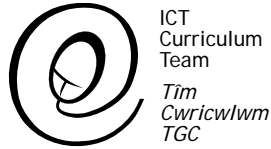
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ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2a The planned ICT curriculum
Aspect: 2a – 4 Matching capability to opportunities


Level	Position Statement	Evidence
1	There is a constant interplay between teaching of ICT and its use in other subjects. This ensures pupils gain maximum benefit from the use of ICT in other subjects.	
2 	The skills needed for pupils to access the wider curriculum with ICT are mapped and developed to ensure that pupils can use ICT applications progressively across the curriculum.	
3	Most subjects are aware of the levels of ICT skill needed for pupils to access ICT-based applications, but the skill developments do not always match these needs.	
4	Some attempt has been made to align curriculum needs in ICT to levels of skills development and ensure this is matched to need.	
5	No attempt has been made to align curriculum needs in ICT to levels of skills development for the use of ICT in other curriculum areas.	
N/A		

Comments

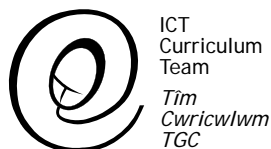


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2a The planned ICT curriculum
Aspect: 2a – 5 Accreditation /recognition (where applicable)


Level	Position Statement	Evidence
1	The school expects all, or nearly all, pupils to gain accreditation or recognition for their ICT capability and uses this to enhance learning across all curriculum areas.	
2	 The school actively encourages and enables most pupils to gain appropriate accreditation or recognition for their ICT capability.	
3	The school enables most pupils to gain appropriate accreditation or recognition for ICT capability.	
4	The school makes little provision for pupils to gain accreditation or recognition for their ICT capability.	
5	The school makes no provision to recognise or accredit pupils' ICT capability either within discrete ICT or in other areas of the curriculum.	
N/A		

Comments

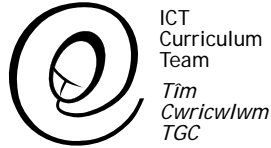


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2b Pupils' actual ICT experiences
Aspect: 2b – 1 Breadth of development for ICT capability


Level	Position Statement	Evidence
1	All, or nearly all, pupils have good quality experiences of a wide and sometimes innovative range of ICT applications.	
2 	Most pupils have positive and appropriate experiences in a wide range of ICT applications.	
3	Many pupils experience most aspects of ICT with an appropriate emphasis on knowledge, skills and understanding.	
4	Pupils experience a limited range of ICT applications. There is variation in the extent to which knowledge, skills and understanding are emphasised.	
5	Pupils experience a narrow range of ICT applications mainly focused on low level tasks. There is an over-emphasis on skill development.	
N/A		

Comments

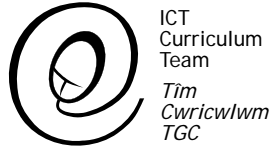


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2b Pupils' actual ICT experiences
Aspect: 2b – 2 Breadth of other ICT experiences

Level	Position Statement	Evidence
1	ICT is used innovatively within lessons both for high-quality teaching and for pupils' learning. Pupils have a good breadth of opportunities to support their learning both within, and beyond, the school.	
2	 There is a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and pupils' productive use of ICT for their own learning.	
3	ICT is used widely to support teaching but the quality of this use is variable. Pupils in some curriculum areas make productive use of ICT to support their learning.	
4	Pupils' experiences are generally through the low level use of ICT to support teaching. There are few or inconsistent opportunities for pupils to use ICT to support their own learning.	
5	Pupils experience little use of ICT to support learning and teaching across the curriculum.	
N/A		

Comments

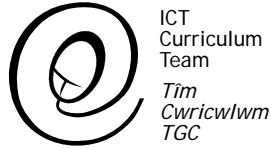


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2b Pupils' actual ICT experiences
Aspect: 2b – 3 Consistency of experiences

Level	Position Statement	Evidence
1	All, or nearly all, pupils have a wide range of appropriate experiences. These ensure that they develop and use their ICT capability consistently across the whole curriculum and at other times and locations.	
2	Most pupils have experiences that allow them to develop and use their ICT capability in a way that is consistently matched to their needs and ability.	
3	Many pupils have consistent opportunities and experiences to develop and use their ICT capability matched to their needs and ability.	
4	Although planning identifies opportunities for all pupils to develop and use their ICT capability, this is inconsistently applied in practice.	
5	Pupils have inconsistent experiences in developing and using their ICT capability.	
N/A		

Comments

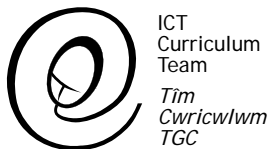


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2c Curriculum leadership and review
Aspect: 2c – 1 Curriculum Leadership


Level	Position Statement	Evidence
1	All subject leaders ensure that the curriculum responds innovatively to the changes in technology and practices. There is a strong culture of ICT curriculum innovation.	
2	Subject leaders routinely update their curriculum in the light of developments in technology and practice and ensure that staff keep abreast of these.	
3	In most subjects the ICT leadership ensures that the curriculum is kept up to date and informed by developments in both the technology and professional practice.	
4	There is ICT leadership in some curriculum areas, but no whole-school approach to this. There is little awareness amongst the staff of changing technologies and developing professional practice.	
5	There is little or no curriculum leadership or co-ordination of the ICT curriculum, so that individual members of staff work in isolation from each other.	
N/A		

Comments

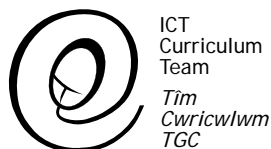


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2c Curriculum leadership and review
Aspect: 2c – 2 Curriculum development

Level	Position Statement	Evidence
1	The school is creative in developing curriculum innovations which are enabled by ICT and these are embraced by most staff.	
2 	Most staff foster and embrace curriculum developments that ICT enables.	
3	Many staff recognise the need for, and engage in, curriculum developments in relation to ICT.	
4	Curriculum development as a result of ICT is recognised and welcomed by some staff.	
5	Curriculum development as a result of ICT meets with resistance from staff.	
N/A		

Comments

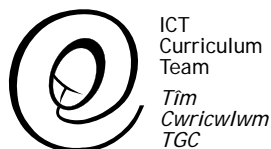


ICT Mark Self-Review Framework

Element: 2 Curriculum
Strand: 2c Curriculum leadership and review
Aspect: 2c – 3 Review of the curriculum


Level	Position Statement	Evidence
1	Groups, both within, and beyond, the school, are regularly involved in the systematic review of all aspects of ICT and the curriculum. This feeds into innovative ICT curriculum design.	
2	There is ongoing and systematic review of pupils' ICT experiences covering both ICT capability and ICT use in other subjects. This influences future planning.	
3	Occasional reviews of planning and practice are undertaken. These help to inform both the development of ICT capability and the use of ICT in other subjects.	
4	Ad hoc attempts have been made to review the planning and content of ICT capability and ICT content in other subjects. Results do not feed into the way ICT is used and taught within the curriculum.	
5	There is no planned review of the ICT curriculum relating to both ICT capability and the use of ICT in other subjects.	
N/A		

Comments

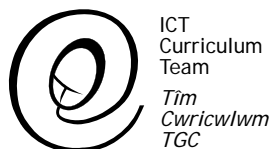


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 1 Planning for ICT in learning and teaching

Level	Position Statement	Evidence
1	All, or nearly all, staff know when, and when not, to use ICT. This leads to school-wide, high-quality planning, much of which is innovative.	
2	 Nearly all staff know when, and when not, to use ICT and this leads to effective planning. A few staff go beyond this and can see new opportunities to extend learning and teaching.	
3	Many staff have the confidence to identify opportunities for the use of ICT and regularly build this into their planning.	
4	Some staff plan for the use of ICT but overall there is much variability in their confidence to do so.	
5	There is little planning for the use of ICT in learning and teaching because most staff are uncertain about identifying appropriate opportunities.	
N/A		

Comments

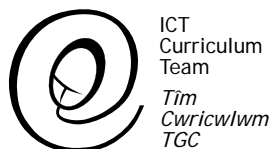


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 2 Planning for ICT as a means of developing inclusion

Level	Position Statement	Evidence
1	All, or nearly all, staff take a proactive role in identifying how ICT can be used to enable and broaden access to learning for different groups of pupils. Many good examples of this can be identified and are shared within the school.	
2	Most staff plan appropriately for ICT to support the full range of pupils in enabling or widening their access to learning. The special needs of many pupils are met, at least in part, through the use of ICT.	
3	The policy for inclusion fully recognises the role of ICT in enabling and supporting learning. Staff are aware of its potential, but are not always able to fulfil school aims due to lack of training or resource availability.	
4	The school's policy on inclusion pays little or no attention to the potential of ICT to enable and extend the learning of different groups of pupils. Examples of ICT helping pupils to gain access to learning are patchy and unplanned.	
5	No explicit links have been made at whole-school level between ICT and inclusion. Where ICT does aid inclusion this is not identified and shared with other staff.	
N/A		

Comments

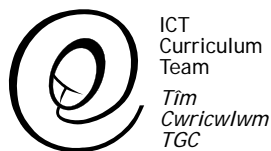


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 3 Building on prior learning


Level	Position Statement	Evidence
1	Pupils' learning with ICT always takes account of, and/or builds on, prior ICT experiences and relevant assessment evidence.	
2	Teachers routinely build on pupils' previous ICT experiences and relevant assessment evidence when planning learning experiences for pupils.	
3	Most teachers' planning builds on pupils' experiences and relevant assessment evidence but some pupils are unchallenged by ICT work.	
4	Some account is taken of previous ICT learning when planning the use of ICT but many pupils have to repeat unnecessarily ICT learning or activities. Planning is sometimes informed by relevant assessment evidence.	
5	Minimal account is taken of pupils' prior ICT learning or experience when planning lessons involving ICT. Planning is not informed by relevant assessment evidence.	
N/A		

Comments

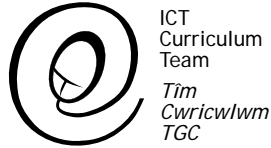


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 4 Extent of ICT use for learning and teaching

Level	Position Statement	Evidence
1	ICT is a frequent and natural part of learning and teaching for all pupils across all, or nearly all, curriculum areas and year groups.	
2 	The use of ICT to support learning and teaching is widespread and frequent.	
3	ICT is used to support learning and teaching across some curriculum areas, classes and key stages.	
4	There are pockets of use of ICT within learning and teaching, but provision is teacher and/or curriculum area dependent.	
5	There is little ICT use in lessons to support learning and teaching.	
N/A		

Comments

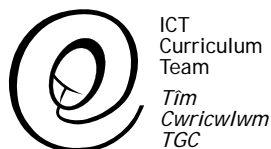


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 5 Quality of use of ICT for learning and teaching


Level	Position Statement	Evidence
1	All, or nearly all, staff use ICT to provide opportunities for creative and independent learning that extend pupils' capacity to learn for themselves both within and beyond the school.	
2	Most staff use ICT to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods.	
3	Many staff use ICT to engage and motivate pupils in their learning through more varied approaches and resources, leading to more active and interactive learning experiences.	
4	ICT is mainly used to replace traditional teaching approaches, with a focus on superficial gains such as presentation.	
5	Any ICT use is incidental rather than planned and its use results in little benefit to learning and teaching.	
N/A		

Comments

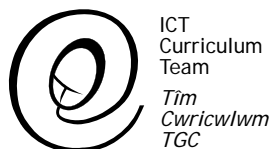


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3a Teachers' planning, use and evaluation
Aspect: 3a – 6 Ongoing critical evaluation


Level	Position Statement	Evidence
1	The school's reflective culture ensures the routine evaluation of learning and teaching and the impact of ICT is an integral part of this. Staff can identify the benefits that derive from specific uses of ICT and routinely share this with colleagues within and beyond the school.	
2	 Most staff are able to evaluate critically the way in which ICT has impacted on learning and teaching and share this with colleagues.	
3	Many staff can evaluate critically the impact ICT has had on their teaching and on pupils' learning, but do not do so routinely. Within some curriculum areas, staff work together to share critical evaluation of their practice.	
4	Some staff evaluate critically the impact ICT has had on learning and teaching but this is not characteristic of practice across the school.	
5	Staff rarely make critical judgements about the use of ICT in learning or teaching.	
N/A		

Comments

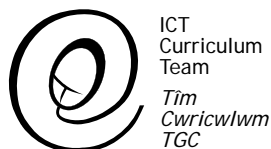


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3b Learning with ICT
Aspect: 3b – 1 Pupils' expectations for the use of ICT


Level	Position Statement	Evidence
1	All, or nearly all, pupils have high expectations about the use of ICT whenever and wherever appropriate within and beyond school. They make links between different learning contexts and are able to apply and further develop their own ICT capability.	
2	Pupils have clear expectations about opportunities to use ICT and make full of these when they arise. Most are confident and able to apply their ICT capability in new contexts	
3	 Pupils have growing expectations about the use of ICT and readily apply ICT when given the opportunity. Many are able to transfer their ICT capability to new situations.	
4	There are few curriculum areas or occasions where pupils use, or expect to use, ICT. When they do use ICT they often lack the confidence to transfer their ICT capability to new situations.	
5	Pupils have little expectation about using ICT as a natural part of their learning in school except in ICT lessons.	
N/A		

Comments

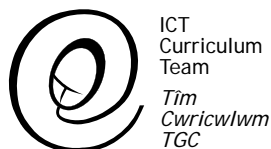


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3b Learning with ICT
Aspect: 3b – 2 Opportunities for pupils to choose to employ ICT


Level	Position Statement	Evidence
1	Pupils expect to use ICT across subjects. They understand the pros and cons of using different applications and articulate clearly how this improves their learning.	
2 	In most curriculum areas/classes pupils are able to identify, select and employ ICT appropriately.	
3	Pupils make some decisions as to when to employ ICT but this is dependent on individual teachers rather than policy.	
4	Pupils make some decisions about when to employ ICT in some subjects.	
5	Pupils make no informed decisions as to when ICT may be the most effective medium for their work.	
N/A		

Comments

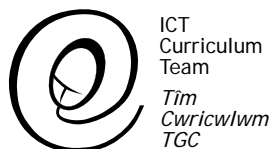


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3b Learning with ICT
Aspect: 3b – 3 Digital literacy skills


Level	Position Statement	Evidence
1	All, or nearly all, pupils have high levels of digital literacy skills and understanding that ensure highly effective, and appropriate use of a wide range of web-based resources both within, and beyond, the school.	
2	 Most pupils have a good range of skills that enable them to access and use web-based resources to support their learning. They are fully aware of key issues for using web based information and resources.	
3	Many pupils have some skills and understanding that enable them to access and use web-based information and learning resources. Many are not aware of how to effectively use these resources to support their learning.	
4	Some pupils have skills and awareness that enable them to access, and make some use of, web-based information and learning resources.	
5	Few pupils have skills or awareness that enable them to locate, access and make effective use of web based information and learning resources.	
N/A		

Comments

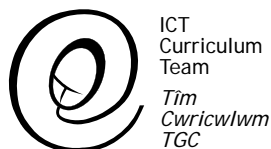


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3b Learning with ICT
Aspect: 3b – 4 Pupil's responses


Level	Position Statement	Evidence
1	Pupils have a deep understanding about how their use of ICT supports and enhances their learning both within and beyond school. They can readily identify examples of where ICT has made a difference to their learning and achievements.	
2	 Pupils have a good understanding of how their use of ICT improves learning. They are able to explain, with examples, how they use ICT and how it impacts on their achievements.	
3	Pupils are beginning to reflect on how ICT impacts on their learning. Some can discuss elements of this when prompted, and sometimes use examples drawn from their own experience.	
4	Pupils seldom reflect or talk about how their use of ICT supports their learning. They find it difficult to give examples that link ICT practice with impact on learning.	
5	Pupils are generally unable to identify or articulate how the use of ICT supports their learning.	
N/A		

Comments

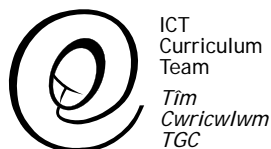


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3c Leadership of learning and teaching
Aspect: 3c – 1 Leadership of learning and teaching with ICT


Level	Position Statement	Evidence
1	There is strong strategic leadership at all levels which actively encourages and develops innovative practices for the use of ICT in learning and teaching. This ensures consistently high-quality implementation.	
2	 There is an agreed whole-school approach to the use of ICT in teaching and learning. This is led strategically by senior management, promoted by all subject leaders and consistently implemented.	
3	Many subject leaders promote and develop effective use of ICT in their subject. This is beginning to be led strategically, with some co-ordination across the school but implementation is variable.	
4	Some subject leaders are aware of, and may promote, the use of ICT for learning and teaching but there is no co-ordinated approach across the school.	
5	There is no clear leadership which promotes the effective use of ICT for learning and teaching.	
N/A		

Comments

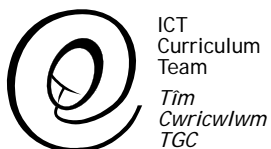


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3c Leadership of learning and teaching
Aspect: 3c – 2 Transfer and transition


Level	Position Statement	Evidence
1	The school is innovative and proactive in ensuring that there is continuity of experience between years, phases, key stages and schools and partners.	
2	 The school has a policy that underpins and ensures continuity of ICT learning at transfer and transition between years, phases, key stages and schools and partners.	
3	Some effort is made to share information about ICT experiences at transfer and transition between years, phases, key stages and schools, but little practical use is made of this information.	
4	Transfer and transition arrangements between years, phases, key stages and schools pays little attention to pupils' ICT learning.	
5	Pupils ICT experience does not feature in arrangements for transfer and transition between years, phases, key stages and schools.	
N/A		

Comments

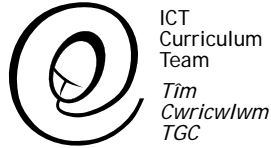


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3c Leadership of learning and teaching
Aspect: 3c – 3 Developing practice with ICT

Level	Position Statement	Evidence
1	There is a strong culture of innovation which encourages staff to take calculated risks in pushing the boundaries of the use of ICT.	
2	Innovation is encouraged, well planned and evaluated. Outcomes are reviewed so that they may be built into future curriculum developments.	
3 	Some innovation takes place and this is mostly well planned, The outcomes are shared within the school.	
4	A few staff may try new ideas but the outcomes are not generally shared or used in future curriculum planning.	
5	Staff are not encouraged or prepared to explore with new technologies or practices.	
N/A		

Comments

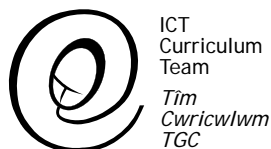


ICT Mark Self-Review Framework

Element: 3 Learning and Teaching
Strand: 3c Leadership of learning and teaching
Aspect: 3c – 4 Evaluation of the impact of ICT on the quality of learning and teaching

Level	Position Statement	Evidence
1	There is regular and systematic evaluation of the impact of ICT on teaching at all levels and on learning both within and beyond the school. The results of this lead to further improvement.	
2	There is regular and systematic evaluation of the impact of ICT on learning and teaching at all levels. The results of this feed back into the identification of areas for development.	
3	Evaluation occurs as part of the whole-school strategy, but does not involve all staff at all levels. Evaluation has had some identifiable impact on improving practice but not systematically across the whole school.	
4	Some ad hoc evaluations have taken place but these have not been systematic or contributed to a whole-school picture. These have generally been informative but have not led to improved practice.	
5	There has been little or no attempt to evaluate the impact of ICT on learning and teaching.	
N/A		

Comments

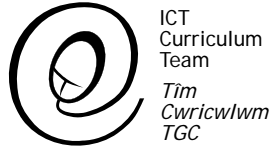


ICT Mark Self-Review Framework

Element: 4 Assessment
Strand: 4a Assessment of, and with, ICT
Aspect: 4a – 1 Reliability


Level	Position Statement	Evidence
1	The assessment and recording of ICT is reliable and consistent and routinely includes capability across the curriculum. Moderation occurs within, and between, schools.	
2	ICT capability is reliably and consistently assessed and recorded and is supported by assessment in some other curriculum areas. Some moderation occurs within school.	
3	ICT capability is assessed and recorded and includes pupils' use of ICT in some other subjects, but there is some variation in practice.	
4	Some assessment and recording of ICT capability occurs, but it is inconsistent, uncoordinated and rarely extends to pupils' application of ICT in other subjects. There is wide variation in practice.	
5	There are no coherent systems for making reliable assessments of pupils' ICT capability. ICT work is monitored and assessed only infrequently.	
N/A		

Comments

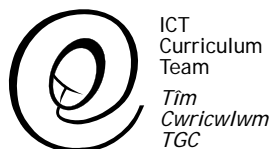


ICT Mark Self-Review Framework

Element: 4 Assessment
Strand: 4a Assessment of, and with, ICT
Aspect: 4a – 2 Self- and peer- assessment


Level	Position Statement	Evidence
1	Effective and accurate self and peer assessment are undertaken systematically. This is integral to pupils' learning within, and beyond, the school and the assessment of their ICT capability.	
2	 Pupils regularly engage in the assessment of their own and others' ICT work based on criteria they have identified and developed. This contributes to their understanding of what constitutes good quality and helps them to improve.	
3	Pupils are beginning to use their own criteria for self and peer assessment of ICT capability. This sometimes helps them to understand how their work can be improved.	
4	Pupils are involved in some self-assessment of their ICT capability, but this mainly focuses narrowly on skills defined by the teacher. This has limited impact on improvement.	
5	Pupils are rarely involved in self or peer assessment of their ICT capability.	
N/A		

Comments

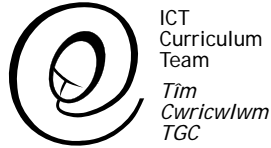


ICT Mark Self-Review Framework

Element: 4 Assessment
Strand: 4a Assessment of, and with, ICT
Aspect: 4a – 3 Dialogue


Level	Position Statement	Evidence
1	Staff are very confident and competent to provide high quality, detailed feedback. They regularly engage pupils in highly effective dialogue about their use of ICT, resulting in clear targets for improvement.	
2 	Staff are able to engage pupils in regular and well-informed discussions about their use of ICT and how to improve.	
3	Some staff are able to engage pupils in dialogue that helps them improve their use of ICT, but this is not consistent across the school.	
4	Some staff are able to engage pupils in dialogue to help them improve, but only in some aspects of their use of ICT. There is limited impact on pupils' use of ICT as a result.	
5	Few staff have sufficient expertise to enable them to have a dialogue with pupils about their use of ICT, other than at a superficial level.	
N/A		

Comments

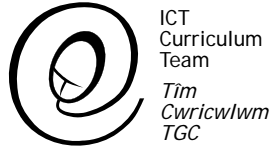


ICT Mark Self-Review Framework

Element: 4 Assessment
Strand: 4a Assessment of, and with, ICT
Aspect: 4a – 4 Using ICT to support assessment


Level	Position Statement	Evidence
1	All, or nearly all, staff systematically use a range of technologies and imaginative practices to enhance significantly assessment and the recording of achievement. Pupils have access to online storage to enable the recording and storage of their work.	
2	 Most staff and pupils routinely use a range of technologies and practices to enhance assessment and the recording of achievement. The school is aware of the benefits of online storage of pupils' work.	
3	Many staff and pupils use ICT to support assessment and record achievement. Pupils are developing ways to record these achievements.	
4	Some staff are beginning to use ICT to support assessment and record pupils' achievement.	
5	No use is made of ICT to support assessment procedures.	
N/A		

Comments

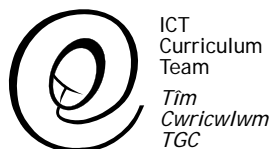


ICT Mark Self-Review Framework

Element: 4 Assessment
Strand: 4a Assessment of, and with, ICT
Aspect: 4a – 5 ICT targets for improvement

Level	Position Statement	Evidence
1	The school sets and meets challenging whole school and individual ICT targets. The progress of individuals is systematically and rigorously tracked.	
2	 The school sets and generally meets challenging whole school and individual ICT targets. Pupils' progress is routinely tracked.	
3	School and individual targets are set for ICT capability and there is some tracking of individual pupils' progress against these.	
4	School ICT targets are set but these are not used effectively to drive improvements for individual pupils.	
5	School and individual targets are not set for ICT attainment.	
N/A		

Comments

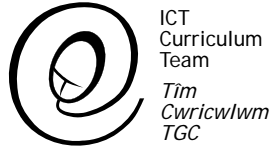


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5a Planning
Aspect: 5a – 1 Identifying individual staff skills and needs

Level	Position Statement	Evidence
1	Comprehensive audits of staff ICT skills and needs form part of the annual performance management process. They include the effective use of ICT in learning and teaching, personal ICT competencies as well as new and emerging technologies and practices.	
2	There is a regular and systematic audit of staff skills and needs in relation to ICT. This covers both ICT competence and the effective use of ICT in learning and teaching.	
3	There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.	
4	There is little attempt to audit staff skills and needs in relation to ICT. There is a reliance on individuals identifying their own needs, usually in relation to the development of ICT skills.	
5	There is no planned audit of staff skills or needs in relation to ICT.	
N/A		

Comments

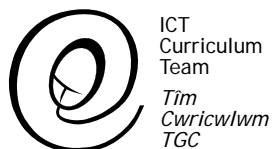


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5a Planning
Aspect: 5a – 2 Identifying whole-school ICT development needs

Level	Position Statement	Evidence
1	Whole-school ICT development needs fully reflect the school's strategic plans, provide opportunities for innovation and respond to emerging technologies and practices.	
2	Development needs are closely linked to the school's ICT priorities and planning and include a focus on the use of ICT in learning and teaching.	
3	Development needs are linked to some of the school's strategic priorities, both for ICT specifically and for learning and teaching more widely.	
4	Development needs are not identified in relation to the school's ICT priorities and planning.	
5	There is no planned assessment of ICT development needs in relation to the school as a whole.	
N/A		

Comments

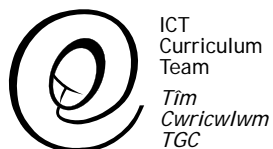


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5a Planning
Aspect: 5a – 3 Planning to meet school and individual needs

Level	Position Statement	Evidence
1	Plans follow a well established annual professional development process which balances strategic and individual needs and sets targets related to performance management.	
2	Plans for professional development are based on a systematic audit. They provide a mix of activities and take account of individual and whole-school needs.	
3	There is a mixture of planned professional development activity related to individual and whole-school need.	
4	Planning for ICT professional development is unrelated to any needs analysis and takes only limited account of individual and whole-school needs.	
5	There is no planning to link any identified individual or whole-school needs for ICT.	
N/A		

Comments

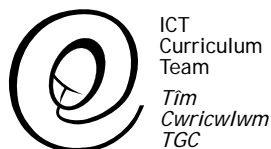


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5b Implementation
Aspect: 5b – 1 Range of development opportunities

Level	Position Statement	Evidence
1	A wide range of innovative approaches to staff development are used that blend face-to-face, online and other forms of provision.	
2	A wide range of development opportunities are provided both within and out of school which meet the individual needs and styles of most staff.	
3	A range of development opportunities are provided that meet the needs of some, but not all, staff.	
4	Some attempt is made to widen the range of development opportunities, but these are generally limited in scope, type and relevance.	
5	Most development activities for ICT are course-based.	
N/A		

Comments

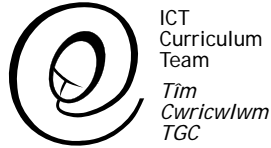


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5b Implementation
Aspect: 5b – 2 Quality of professional development


Level	Position Statement	Evidence
1	Professional development activities for all, or nearly all, staff are innovative, of high quality and linked to the school's current and future ICT resources and practices. Full account is taken of school and individual needs.	
2	Professional development activities for most staff are consistently timely and closely linked to the school's ICT resources, current practices, and school and individual needs. They are well focused, engaging, and effective and address the confidence levels of individuals.	
3	Professional development activities for many staff are well executed and relevant at an individual level, are generally timely, linked to the school's ICT resources and needs, and effective in developing staff practices with ICT.	
4	Professional development is generally ad hoc and does not link to the ICT resources available in the school, current practices or school and individual needs. It has little positive impact on staff attitude to ICT.	
5		
N/A		

Comments

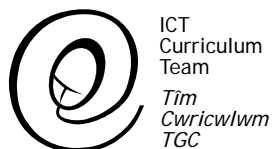


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5b Implementation
Aspect: 5b – 3 Sharing effective practice

Level	Position Statement	Evidence
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.	
2	The sharing of effective practice routinely occurs across the school and on a planned and reciprocal basis, with other schools.	
3 	Individual staff development incorporates the sharing and wider adoption of effective practice within the school.	
4	The sharing of effective practice of ICT use is encouraged during staff meetings but still works only at an individual level.	
5	Any sharing of effective practice between individual members of staff is on an ad hoc basis.	
N/A		

Comments

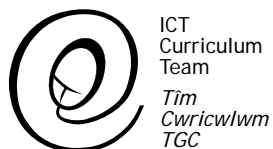


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5b Implementation
Aspect: 5b – 4 Coaching, mentoring and individual support

Level	Position Statement	Evidence
1	Innovative approaches to individual support through coaching and mentoring are a key part of ICT professional development. The school also supports staff in other schools in this way either in face-to-face situations or through online collaboration.	
2	Systematic support through coaching and mentoring is part of planned professional development for ICT. The school makes use of external provision to extend expertise and share effective practice where necessary.	
3	Individual mentoring and coaching is provided as a part of planned ICT professional development for most staff, according to need.	
4	Some mentoring or coaching takes place but this is unplanned and not available to all staff.	
5	Staff work in isolation, with no systems for individual coaching or mentoring.	
N/A		

Comments

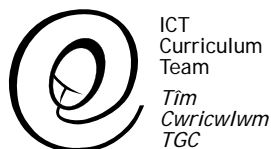


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5c Review
Aspect: 5c – 1 Monitoring and evaluation


Level	Position Statement	Evidence
1	Professional development opportunities in ICT are systematically and rigorously evaluated to identify the impact on the organisation, individual practice and on pupil outcomes.	
2	The school has a well established system for evaluating the impact of ICT professional development on the organisation and individuals as well as on learning and teaching.	
3	The school has systems to monitor and evaluate the quality of professional development in ICT and has begun to link this to outcomes for learning and teaching.	
4	The school makes only limited attempts to monitor and evaluate ICT professional development activity or to link these to individual practices in terms of learning and teaching.	
5	There are no systems for monitoring and evaluating the effectiveness of any ICT professional development.	
N/A		

Comments

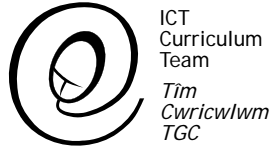


ICT Mark Self-Review Framework

Element: 5 Professional Development
Strand: 5c Review
Aspect: 5c – 2 Linking to future professional development planning


Level	Position Statement	Evidence
1	Professional development opportunities in ICT are systematically and rigorously evaluated to identify the impact on the organisation, individual practice and on pupil outcomes.	
2	 The school has a well established system for evaluating the impact of ICT professional development on the organisation and individuals as well as on learning and teaching.	
3	The school has systems to monitor and evaluate the quality of professional development in ICT and has begun to link this to outcomes for learning and teaching.	
4	The school makes only limited attempts to monitor and evaluate ICT professional development activity or to link these to individual practices in terms of learning and teaching.	
5	There are no systems for monitoring and evaluating the effectiveness of any ICT professional development.	
N/A		

Comments

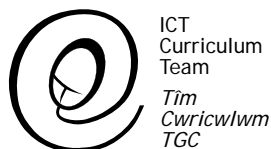


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6a Awareness and understanding
Aspect: 6a – 1 Understanding


Level	Position Statement	Evidence
1	All, or nearly all, staff understand the innovative ways that the school seeks to extend learning through ICT as an integral part of its drive to raise standards.	
2	Most staff are committed to extending learning opportunities through the effective use of ICT and see this as a key element in raising standards.	
3 	Many staff understand the importance of ICT in extending learning opportunities and how this might be achieved.	
4	Some staff are aware of ways in which ICT can support the extension of learning opportunities but this is not yet part of a whole-school understanding.	
5	Staff have no understanding of how ICT can support the extension of learning opportunities for pupils.	
N/A		

Comments

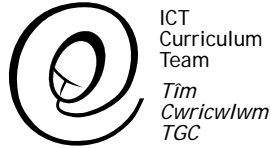


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6a Awareness and understanding
Aspect: 6a – 2 Pupils and families


Level	Position Statement	Evidence
1	Families and pupils are encouraged to be proactive in expressing their ICT learning needs. The school responds to these approaches in creative ways.	
2	The school keeps pupils' and families' access to ICT under regular review. Pupils' and families' needs are recognised and the school is aware of opportunities to provide alternative access to ICT.	
3	 Pupils' and families' access to, and use of, ICT are well understood and taken into account when planning for ICT to extend learning. The school understands the equity issues surrounding ICT and how these relate to their school community.	
4	Survey or other research has been undertaken into pupils' and families' ICT access and use beyond the school, but little use is made of this information.	
5	The school has no knowledge of pupils' or families' access to, or use of ICT, including the internet, beyond the school.	
N/A		

Comments

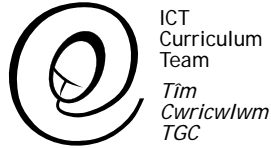


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6a Awareness and understanding
Aspect: 6a – 3 The community


Level	Position Statement	Evidence
1	The school works systematically, in consultation with other groups, on any community development plan of the ICT needs of the community. It proactively explores ways in which the community can contribute to pupils' learning about and with ICT.	
2	The school is an active partner in responding to the community's ICT needs. The school's curriculum takes into account the contributions offered by the community to support pupils' learning about and with ICT.	
3	 The school understands the benefits of working with the local community on ICT issues and, where appropriate, is taking steps to establish partnerships. Assessment of the local community's needs has been made and consideration given to how the school might respond.	
4	Some impression of the community's ICT needs and potential contribution to learning is held by the school 's leadership. There is an understanding that community access to the school's ICT resources can be a means to gain confidence and engagement with the community.	
5	The school perceives no reason or benefit in the assessment of the community's ICT needs or of its potential contribution to learning.	
N/A		

Comments

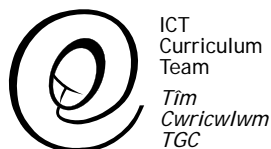


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6a Awareness and understanding
Aspect: 6a – 4 Partner organisations


Level	Position Statement	Evidence
1	Complementary ICT partnerships have had a significant impact on the school and on pupils' learning. The use of ICT within these partnerships is critically reviewed by all those involved.	
2	Some complementary ICT partnerships have been investigated and planned. Activities with partners have been identified and implementation is under way.	
3	 The school is committed to extending learning through effective ICT partnerships with other organisations. Potential complementary partnerships are being actively explored.	
4	The school is aware that there may be some benefit from exploring complementary partnerships with other organisations but has not made progress in establishing these.	
5	The school has made no assessment of possible complementary partnerships with other organisations.	
N/A		

Comments

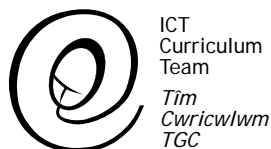


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 1 Leadership for extending learning


Level	Position Statement	Evidence
1	There is a whole-school approach to extending learning through ICT which includes school leaders, teachers at all levels, governors, pupils and parents/carers. This ensures effective co-ordination across the school. Extending opportunities for learning is integral to school planning for ICT.	
2	There is a well planned whole-school approach to extending opportunities for learning with ICT with clear delegation of responsibility and accountability. Governors are actively involved in these activities.	
3	 Some leaders have taken individual responsibility for developments in this area, and a whole-school approach is beginning to be developed which includes discussion with governors.	
4	Individuals have taken ad hoc responsibility for some developments to extend opportunities for learning through ICT, but these are unplanned and uncoordinated.	
5	No one has any responsibility for promoting the extension of learning through ICT.	
N/A		

Comments

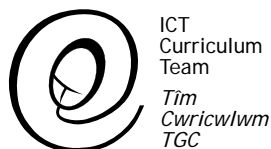


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 2 Pupils


Level	Position Statement	Evidence
1	ICT is used innovatively to enable pupils to learn where and when they want. Wider curriculum experience is enabled through the extended use of ICT. Expectations of pupils' learning with ICT beyond school are high and such learning is recognised, valued and celebrated.	
2	Systematic and equitable arrangements are in place to enable pupils' learning with ICT beyond the school. When planning, most teachers systematically build opportunities for pupils to extend their learning with ICT beyond the school.	
3	 The use of ICT to support and extend learning beyond the school is understood and valued by many staff who actively promote its use. Integration of these activities with pupils' learning in school is mainly effective.	
4	Some learning opportunities for pupils are planned that allow for the use of ICT beyond the school but curriculum planning in this respect is not systematic. Some staff take account of pupils' work using ICT which is undertaken outside school.	
5	There is little encouragement for pupils to use ICT to support their learning beyond the school. When they demonstrate their learning with ICT in this way, staff are unsure how to respond.	
N/A		

Comments

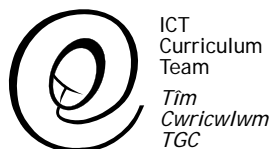


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 3 Families


Level	Position Statement	Evidence
1	Relevant information is made available to families by a variety of methods. ICT is used innovatively to increase and improve parental engagement, give families choices and enable them to communicate with the school. The contribution made by families to extend opportunities for learning is seen as integral to success.	
2	The school uses ICT to promote a range of learning opportunities for pupils which also engages their families in the learning process. Parents have controlled access to some school and pupil data. Systematic information about how families can support pupils' learning at home is made available.	
3	 General information about the curriculum is available electronically to families and there are suggestions about how to support pupils' learning out of school. The school uses a range of ICT approaches to engage parents in communication with the school.	
4	The school uses a narrow range of ICT activities to engage families. There is ad hoc access by families to school-based ICT resources, but any such access is left up to individual staff.	
5	The school has no interest in or understanding of how the use of ICT can engage parents and families in pupils' learning.	
N/A		

Comments

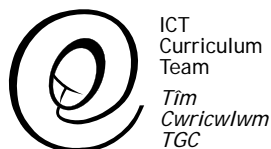


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 4 The community


Level	Position Statement	Evidence
1	ICT is valued by the school as a key resource for communication and appropriate engagement with the community. The community is involved in developing and adapting ICT learning resources.	
2	The school's ICT-based learning resources are readily available for appropriate use by the community. The school uses ICT to publicise and promote community information and engagement.	
3	 Where possible, the school is taking steps to ensure that ICT-based learning resources are made available, where appropriate, to the community. Activities are in place to ensure that pupils' learning benefits from ICT experience in the community where this has been identified.	
4	The school recognises that planned, appropriate community access to ICT is a means to gain confidence and engagement with the community but little has been done to allow community access to the school's ICT resources.	
5	There is ad hoc appropriate use of the school's ICT resources by the community.	
N/A		

Comments

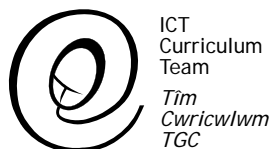


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 5 Partner organisations

Level	Position Statement	Evidence
1	School, partner and other appropriate ICT resources are always taken into account when planning for learning. Complementary partnerships involving ICT bring significant benefit to all partners.	
2	The school is working with partner organisations on ICT-related activities which enhance pupils' learning experiences and bring identified benefits to both partners.	
3	 The school recognises that ICT can be a vehicle for effective partnerships that enhance pupils' ICT experiences or the partner organisation. The school has identified ways in which partner resources may be helpful in meeting each others' needs and/or aspirations.	
4	The school recognises that it has ICT resources or expertise which could be a valuable asset and aid to partners' involvement with the school. Partners may occasionally call on each other's ICT expertise and resources for their own needs.	
5	There is no planning for complementary ICT partnerships that benefit either pupils' learning and experiences, or the partner organisation.	
N/A		

Comments

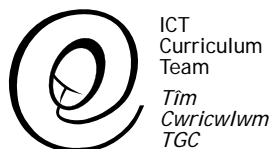


ICT Mark Self-Review Framework

Element: 6 Extending opportunities for learning
Strand: 6b Planning and implementation
Aspect: 6b – 6 Evaluation

Level	Position Statement	Evidence
1	The school uses a range of evaluation practices, which include the use of ICT itself, which enables it to link the extension of learning opportunities outside school with pupil outcomes. These evaluations are used to inform curriculum delivery, teaching and learning, and future developments.	
2	The school systematically monitors and evaluates learning taking place beyond the school and its impact on a range of pupil outcomes. Some feedback is used to help with future planning.	
3	There is some monitoring and evaluation of provision which has extended the opportunities for learning. This explores uptake and quality more than impact on pupil outcomes.	
4	Ad hoc and superficial monitoring and evaluation takes place which focuses on access or uptake of opportunity rather than impact on learning.	
5	The school does not evaluate the impact of any learning which takes place beyond the school.	
N/A		

Comments

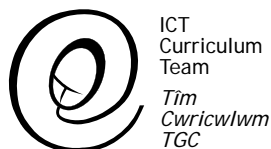


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7a Provision
Aspect: 7a – 1 Physical environments


Level	Position Statement	Evidence
1	Innovative designs and use of space create flexible work areas which enable alternative approaches to learning and teaching.	
2	Most learning and teaching spaces reflect the school's vision for ICT and meet most curriculum needs. They support a range of learning and teaching styles.	
3	Where possible some learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches with ICT.	
4	Little or no consideration is given to how teaching and learning spaces can be adapted to reflect the place of ICT in the curriculum, for learning and teaching or meeting different learner needs.	
5	Learning and teaching spaces have not been designed or adapted to reflect the contribution of ICT.	
N/A		

Comments

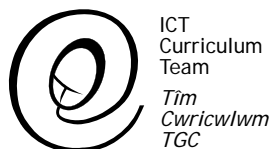


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7a Provision
Aspect: 7a – 2 Sufficiency of resources


Level	Position Statement	Evidence
1	There is a wide range of high-quality ICT resources which significantly changes the learning culture within the school.	
2	 The school is well equipped with a good range of ICT resources and these are sufficient to make a significant impact on learning, teaching and school organisation.	
3	There are enough ICT resources to make a contribution to the current practice in learning, teaching and school organisation.	
4	ICT resources are insufficient and have a limited impact on learning, teaching and the organisational needs of the school as a whole.	
5	ICT resources are limited in quantity, range and availability and do not meet the school's needs.	
N/A		

Comments

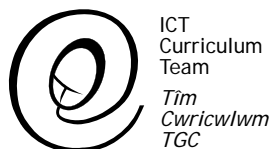


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7a Provision
Aspect: 7a – 3 Digital learning resources

Level	Position Statement	Evidence
1	The school makes imaginative use of a wide range of digital learning resources that significantly change the learning culture within the school.	
2	The school makes use of a well planned range of digital learning resources that make a significant impact on learning and teaching.	
3 	The school makes use of a range of digital learning resources that make a positive contribution to the current practice in learning and teaching.	
4	Digital learning resources do not match the school's vision for ICT or the varying curriculum or learning needs of pupils.	
5	The school has a limited range of digital learning resources to support the development of ICT capability or use of ICT in learning and teaching.	
N/A		

Comments

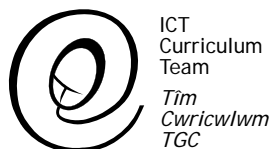


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7b Access
Aspect: 7b – 1 ICT supporting flexible working


Level	Position Statement	Evidence
1	Access to curriculum and administration resources is efficient and can be obtained from many locations both within and outside the school. This, coupled with an appropriate connection to the Internet in terms of bandwidth and facilities enables innovative practice to develop which has a significantly impact on the learning culture of the school.	
2	Access to curriculum and administration resources is efficient and can be obtained from a number of locations both within and outside the school. This coupled with an appropriate connection to the Internet in terms of bandwidth and facilities has a clear impact on learning and teaching.	
3	Access to curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from outside of the school may be limited. There is an appropriate connection to the Internet in terms of bandwidth and facilities. School planning recognises the need to update this to meet future demands.	
4	There is some access to networked curriculum resources but access to administration resources is very limited. The school's connection to the Internet is inappropriate in terms of bandwidth and/or facilities.	
5	Access to both networked curriculum and administration resources is very limited or non-existent and there is no appropriate connection to the Internet.	
N/A		

Comments

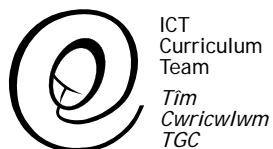


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7b Access
Aspect: 7b – 2 Technical support


Level	Position Statement	Evidence
1	Technical support is provided and managed effectively by specialist staff to support teachers and pupils and to minimise the disruption to learning caused by technical problems. Systems are in place to manage and monitor the performance of technical support.	
2	 There is an effective technical support system with appropriate access to specialist staff who are both proactive and re-active. The school takes steps to minimise disruption to learning and teaching caused by technical problems.	
3	Technical support systems are adequate with some access to specialist staff, but there can be delays in resolving problems which have a prolonged impact on learning and teaching, There is little proactive maintenance to reduce the risk of technical problems.	
4	Technical support systems are inadequate with little timely access to specialist staff and no proactive maintenance to reduce the risk of technical problems.	
5	No technical support is available to the school.	
N/A		

Comments

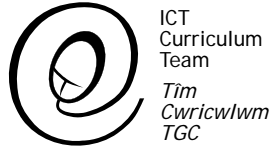


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7c Management
Aspect: 7c – 1 Procurement


Level	Position Statement	Evidence
1	ICT resources are procured following best practice guidelines. This is part of a systematic approach to providing sustainable resources and services to meet the school's vision, in line with the school's current and future needs and to provide value for money.	
2	ICT resources are procured following best practice guidelines to meet the current and future needs of the school, as defined by the school's ICT strategy. Account is taken of the total cost of ownership for ICT equipment and services and value for money.	
3	 ICT resources are procured efficiently to meet the current curriculum, learning, teaching, inclusion and organisational needs of the school. The school understands issues related to the total cost of ownership of ICT resources and value for money. Procurement is in line with the strategic plan for ICT.	
4	Limited planning for the procurement of ICT meets the learning and teaching needs in only some areas.	
5	Procurement of ICT resources is impulsive, unplanned and only reactive to available funding.	
N/A		

Comments

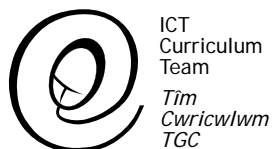


ICT Mark Self-Review Framework

Element: 7 Resources
Strand: 7c Management
Aspect: 7c – 2 Evaluation of ICT resources


Level	Position Statement	Evidence
1	The outcomes of systematic and widespread monitoring and evaluation of the ICT resources both within and beyond the school, underpin the ongoing procurement strategy.	
2 	Regular monitoring and evaluation of ICT resources are comprehensive and influence future procurement.	
3	Monitoring and evaluation of the quality and suitability of resources take place and sometimes informs future procurement.	
4	Some ad hoc monitoring and evaluation takes place, often as a reaction to issues related to quantity of and access to, resources.	
5	There is no planned evaluation of the sufficiency and use of the school's ICT resources.	
N/A		

Comments

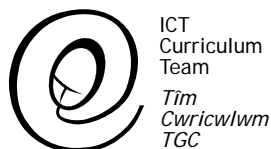


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8a Pupils' progress in ICT capability
Aspect: 8a – 1 Year-on-year progress


Level	Position Statement	Evidence
1	Pupils make outstanding year-on-year progress in all aspects of ICT capability.	
2	Pupils make good year-on-year progress in all aspects of ICT capability.	
3 	Pupils make clear year-on-year progress in ICT, but a few make uneven progress in some aspects.	
4	Pupils make some year-on-year progress in ICT, but a significant number make little progress in some aspects.	
5	Pupils make little or no year-on-year progress in their ICT capability.	
N/A		

Comments

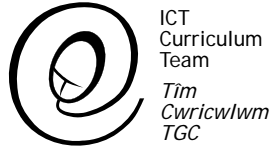


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8a Pupils' progress in ICT capability
Aspect: 8a – 2 Progress of different groups

Level	Position Statement	Evidence
1	Data on the ICT progress of a wide range of different groups of pupils shows that all, or nearly all, of the pupils in those groups most likely to be disadvantaged make good or outstanding progress.	
2	 Data on the ICT progress of a range of different groups of pupils show that most of the pupils in those groups most likely to be disadvantaged make satisfactory or good progress.	
3	Data is available on the ICT progress of different groups of pupils. These show that many pupils in those groups most likely to be disadvantaged make at least satisfactory progress.	
4	Limited data on the ICT progress of different groups show that pupils in those groups most likely to be disadvantaged usually make poor progress.	
5	There is no data on the ICT progress made by different groups of pupils – especially those most likely to be disadvantaged - for example pupils with no access to ICT outside school or with poor prior attainment.	
N/A		

Comments

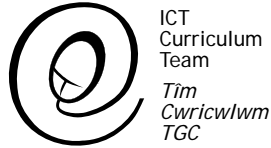


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8a Pupils' progress in ICT capability
Aspect: 8a – 3 Year-on-year progress

Level	Position Statement	Evidence
1	All, or nearly all, pupils have reached high levels of confidence and independence to apply and develop their use of ICT.	
2	Most pupils have reached high levels of confidence to use and apply ICT independently and where appropriate.	
3	Many pupils have started to develop their confidence to make independent use of ICT although this is variable.	
4	Some pupils may respond well in ICT lessons but most are not confident to take their learning forward independently.	
5	Few pupils have developed their ICT capability to a stage of being confident to apply it independently.	
N/A		

Comments

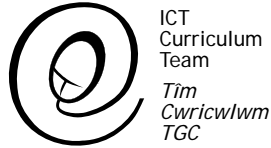


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8b Pupils' progress more widely
Aspect: 8b – 1 Breadth and range


Level	Position Statement	Evidence
1	ICT has a visible and frequent impact on the learning of all, or nearly all, pupils across most curriculum areas and in a wide range of contexts.	
2	Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts.	
3	Many pupils use ICT to extend and improve their learning across a few curriculum areas and in a range of contexts. This improves their progress in some areas.	
4	The narrow range of ICT use limits its impact on pupils' progress across curriculum areas.	
5	Limited and inconsistent use of ICT means that it does not impact on pupils' progress across curriculum areas.	
N/A		

Comments

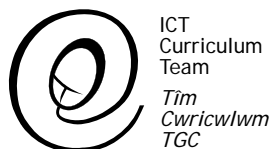


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8b Pupils' progress more widely
Aspect: 8b – 2 Broader aspects of learning


Level	Position Statement	Evidence
1	The innovative use of ICT is a significant contributory factor to progress in the development of thinking and learning skills for most pupils.	
2	ICT systematically contributes to the development of thinking and learning skills for most pupils.	
3 	ICT regularly contributes to progress in the development of thinking and learning skills for many pupils.	
4	Pupils sometimes develop thinking and learning skills through their use of ICT but progress is inconsistent.	
5	Pupils' application of existing ICT skills has no impact on broader aspects of learning.	
N/A		

Comments

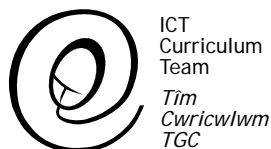


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8b Pupils' progress more widely
Aspect: 8b – 3 Creativity


Level	Position Statement	Evidence
1	Pupils make outstanding progress in the development of their creative abilities through the widespread and innovative use of ICT.	
2	Pupils extend their creative abilities on a regular basis through the use of ICT across a range of subjects.	
3 	Pupils regularly widen their creative abilities through their use of ICT in some subjects.	
4	Pupils sometimes develop their creative abilities through the use of ICT but progress is inconsistent.	
5	The use of ICT has no impact on the development of creativity.	
N/A		

<p>Comments</p>

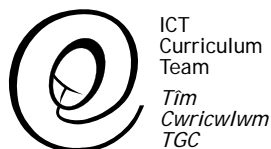


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8c Attitudes and behaviour
Aspect: 8c – 1 Attitudes to learning


Level	Position Statement	Evidence
1	The use of ICT has significant impact on pupils' attitudes to learning. For all, or nearly all, pupils the use of ICT has had a major impact on their self-esteem, enthusiasm, engagement and approach to learning within, and beyond the school.	
2	 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.	
3	The use of ICT has some impact on pupils' attitudes to learning. For many pupils the use of ICT has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. This has helped these pupils to develop their self-esteem.	
4	The use of ICT has little impact on pupils' attitudes to learning. They are becoming more interested in learning through ICT but ICT has not affected their self-esteem or their approaches to investigating, solving problems or learning from their mistakes.	
5	ICT has no discernible impact on pupils' attitudes to learning.	
N/A		

Comments

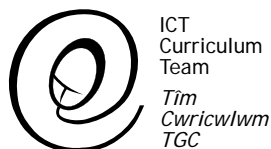


ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8c Attitudes and behaviour
Aspect: 8c – 2 Behaviour


Level	Position Statement	Evidence
1	When using ICT, pupils engage or collaborate effectively, sustain attention and show tenacity. They show sensitivity and respect for others' work, feelings, values and beliefs.	
2	 When using ICT, pupils engage or collaborate and generally sustain attention. Most show sensitivity and respect for others' work, feelings, values and beliefs.	
3	When using ICT, pupils mostly engage or collaborate effectively with others, but some may lose interest when they encounter a problem. They show respect for others' work, feelings, values and beliefs.	
4	Pupils are beginning to engage or collaborate sensibly with others when using ICT. Some show respect for others' work, feelings, values and beliefs.	
5	Pupils do not engage or collaborate sensibly with others when using ICT. Some distract other users. Pupils show little respect for others' work, feelings, values and beliefs.	
N/A		

Comments



ICT Mark Self-Review Framework

Element: 8 Impact on pupil outcomes
Strand: 8c Attitudes and behaviour
Aspect: 8c – 3 Motivation

Level	Position Statement	Evidence
1	The majority of pupils using ICT show interest, enthusiasm and innovation; which drives them to explore the potential of ICT both in and out of school. They regularly sustain concentration and independent study.	
2	 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.	
3	Pupils show interest and curiosity when they or others are using ICT. This helps them to explore and exploit the potential of ICT. Increasingly many can sustain concentration and independent study for short periods.	
4	Pupils show some interest when using ICT, but little enthusiasm for it. For many pupils the use of ICT for teaching or learning has limited impact on their concentration or motivation.	
5	Pupils show no interest in their own or others' use of ICT. ICT has little or no impact on their ability to concentrate or engage with learning.	
N/A		

Comments