The Self-review Framework
January 2014

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The purpose of the Self-review Framework is to support school improvement through a reflective practice that allows schools to measure and improve their provision against a well-researched and evidenced set of criteria such that pupils become digitally literate and are, 'able to use and express themselves and develop their ideas through information and communications technology'[1].

The aim of the Self-review Framework is to ensure that all pupils 'are responsible, competent, confident and creative users of information and communication technology'.[1]

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[1] National Curriculum in England September 2013

Element 1	Leadership and Management

1a	ICT and the school vision

	4	3	2	1
1a-1 **The vision**	The school's overall vision includes some reference to ICT but is unclear about the school's expectations of ICT for learning and teaching. It has been shared with staff, but is understood and embraced by only some. There is no reference to e-safeguarding in the school vision.	The school's overall vision expresses clearly the potential for ICT to enhance learning, teaching and the organisational effectiveness and efficiency of the school. It is understood and embraced by many staff and governors. There is reference to e-safeguarding in the school vision.	The school's overall vision clearly identifies the distinctive contribution of ICT and its potential to enhance all aspects of the school's work. It identifies how ICT supports the school's wider aims and aspirations and is informed, understood and embraced by most staff, governors and pupils. The school vision includes e-safeguarding.	The school's overall vision includes the needs of the wider school community. It is informed by developments in ICT and exemplary educational practice nationally. It is informed, understood and embraced by all, or nearly all, staff, governors and pupils and is supported by parents/carers and the wider community. E-safeguarding is clearly detailed within the school vision in relation to keeping all members of the school community safe.
1a-2 **Reviewing the vision**	The school does not have any systems to review the place of ICT within its overall vision. It has a limited awareness of the ways that current technologies or practices might influence its vision.	The school reviews the place of ICT within its overall vision in relation to current technologies and effective practices. This review is beginning to be informed by the outcomes of internal evaluations of the impact of ICT.	The school regularly reviews and revises the place of ICT within its overall vision in the light of developments in technology, effective practices within and beyond the school and the outcomes of school monitoring and evaluation.	The school frequently reviews and updates the place of ICT within its overall vision. It explores and evaluates the potential of emerging technologies, new initiatives and practices, including any associated risks. Reviews take account of internal evaluations and changing learner practices within and beyond the school

Element 1	Leadership and Management

1b	A strategy to achieve the vision

	4	3	2	1

1b-1 ***Strategic leadership across the whole school***	The leadership of ICT has been left to one or two individuals who are not part of the senior leadership team. Lines of accountability are unclear and impact is limited.	The responsibility for the strategic leadership of ICT rests with the head teacher and the senior leadership team. Distributed and coordinated leadership of some aspects of ICT across the whole school results in identifiable impact on learning and teaching.	Proactive strategic leadership identifies, empowers and supports individuals to lead aspects of ICT including e-safeguarding. This is well coordinated across the school. This approach results in significant impact on many aspects of the school's work including learning, teaching and pupil outcomes as well as overall effectiveness and efficiency.	Strategic leadership for ICT including e-safeguarding extends to governors and external stakeholders. Empowered leadership of all aspects of ICT including e-safeguarding within and beyond the school is distributed and coordinated effectively. This approach ensures that ICT has widespread impact on all aspects of the school's work. Systems are in place to develop and sustain this quality of leadership.
1b-2 ***The quality of the strategy***	The ICT strategy is poorly defined and focuses mainly on resources. Planning is uncoordinated, lacks clarity and is insufficiently related to the vision. There is no reference to e-safeguarding within the strategy.	The ICT strategy is aligned with the vision and defines clear goals and actions to achieve it. The school identifies clear roles and responsibilities. ICT including e-safeguarding planning identifies realistic short, medium and long term targets.	The ICT strategy sets out clear priorities for realising the vision and includes some elements related to e-safeguarding. ICT planning is well informed and fully integrated into school improvement planning, setting challenging targets across the school.	The ICT strategy is a key element of school improvement and fully incorporates e-safeguarding. It enables the school to innovate and realise its developing vision. ICT planning is creative, flexible and outward-looking. It sets challenging targets to extend the impact of ICT beyond the school.
1b-3 ***Budgetary effectiveness***	The school has begun to plan its ICT budget more actively. Development and renewal of ICT resources are based on current needs but longer term renewal of ICT resources is not addressed. No internal planning exists for related professional development.	The school budgets carefully for ICT across the whole of its work and has begun to cost more fully the implications of its ICT strategy including professional development. The longer term renewal of ICT resources is being addressed.	Budgetary processes ensure the continuity and development of most aspects of provision in line with the school's planning for longer term renewal of ICT resources. The school understands the full cost implications of its ICT strategy both in terms of capital/revenue investment and professional development.	The budgetary processes within the ICT strategy ensure the development and longer term renewal of all aspects of ICT provision are fully accounted for. Budgeting takes account of the total cost of ownership of all ICT.
1b-4 ***Environmental impact***	The school has begun to examine the environmental impact of its ICT strategy.	The school understands the environmental impact of its ICT strategy and has identified some measures which could reduce this.	The school has a good understanding of the environmental impact of its ICT strategy and has taken steps to minimise it.	The school fully understands the environmental impact of its ICT strategy and has minimised this by taking a comprehensive range of measures.
1b-5 ***E-safeguarding***	The school is aware of its responsibilities to provide a safe and secure ICT environment for its staff	The school is fully aware of its responsibilities and takes appropriate action to ensure that ICT usage by all	-E-safeguarding is embedded within the wider school culture. Policies are comprehensive and regularly	The school is vigilant in identifying and responding to new challenges for e-safeguarding. Through constructive

	and pupils. There are relevant policies in place, including an acceptable use policy, which are understood and adhered to by many staff and pupils.	staff and pupils is responsible, safe and secure. It has a coordinated approach to the development and implementation of its e-safeguarding policy.	reviewed in line with developments in technology and practice. There is coordinated and robust implementation of e-safeguarding policies by all staff, governors and pupils within and beyond the school and practice is monitored. The school engages regularly with stakeholders to promote the e-safeguarding of pupils and staff within and beyond the school.	dialogue it encourages pupils, parents/carers, other stakeholders and the wider community to contribute to ongoing developments in e-safeguarding policy and practice, and helps them to deal with e-safeguarding challenges they encounter.
1b-6 **Evaluating the effectiveness of the strategy**	There is some monitoring of the implementation of the ICT strategy but this is based on minimal evidence and is not yet part of any planned whole-school approach. The school has begun to evaluate the effectiveness of its ICT expenditure but is not yet able to link this to improvements in pupil outcomes and organisational effectiveness.	There is regular monitoring of the implementation and effectiveness of the strategy and some links are made between ICT expenditure, pupil outcomes and organisational effectiveness. A range of evidence, from within and beyond the school, is beginning to inform strategic planning and practice.	There is regular and detailed monitoring and evaluation of the effectiveness of the strategy, including the impact of ICT expenditure on pupil outcomes and organisational effectiveness. This is based on a wide range of evidence from within and beyond the school and has a strong influence on strategic planning and practice.	There is systematic and routine evaluation of impact of ICT within and beyond the school, based on extensive evidence. All ICT expenditure is subject to rigorous evaluation in terms of its impact on pupil outcomes and organisational effectiveness. Evaluation informs strategic planning and practice, supports innovation and is used to demonstrate accountability to a wide range of stakeholders.

Element 1	Leadership and Management

1c	*Strategic use of data*

	4	3	2	1
1c-1 **Information management strategy**	The school's information management strategy is not well defined and there are inconsistent approaches to implementation.	The school's information management strategy clearly identifies priorities, resources, roles and responsibilities. There is a consistent approach to implementation.	The school's information management strategy is widely communicated and understood by staff, governors and most parents and learners. Effective implementation is supported by a cycle of evaluation and review.	The school information management strategy is embraced by all stakeholders and fully addresses their needs. It is continuously reviewed in the light of new technologies and anticipates future needs.
1c-2	There is no coherent strategy for the use of ICT to support assessment,	There is an agreed whole-school strategy for the use of ICT to record,	There is a coherent strategy for the use of ICT to record, analyse and	A regularly updated strategy, including a consideration of risk, for

Supporting assessment, recording and reporting	recording and reporting. There are variations in practice and little overall impact on the monitoring and analysis of pupil performance.	analyse and report on pupil performance. This is implemented consistently across the school. Where appropriate the school has implemented a system for online reporting for parents/carers.	report on pupil performance. This is implemented effectively to track pupils' progress, set targets and report (online where appropriate) to parents/carers and other stakeholders.	the use of ICT to record, analyse and report on pupil performance is integral to school improvement. Online technologies and imaginative practices enable pupils, parents/carers and other stakeholders to have access to relevant information.
1c-3 Communication strategy	There is no effective and consistent strategy for the use of ICT to support communication. Practices mainly replicate traditional processes for reporting and contact with parents. Only some stakeholders' needs are met.	There is a coherent strategy for the effective use of ICT to support internal and external communications. This includes multi-channel digital communications to parents and publishing school and curriculum information online for parents as appropriate though this is not consistent across the school.	The school strategy identifies and promotes a range of digital technologies for effective and safe communication both within and beyond the school. Parents are frequently informed about their children's' progress and achievements and how to support these.	The school explores and exploits new and emerging technologies to ensure safe and effective two-way communication within, and beyond, the school. These are integrated effectively with other means of communication. Parents are able to comment and provide feedback on their children's learning.
1c-4 Legislative requirements	The school is aware that it has responsibilities with respect to some relevant legislation. Some procedures, designed to ensure compliance, are in place but only a few staff understand and implement these.	The school has policies and procedures for relevant legislation and these are understood and implemented by most staff and pupils.	The school has published clear guidelines for staff, and where appropriate for pupils, outlining their responsibilities in relation to relevant legislation. Risks are understood and compliance by all staff and pupils is monitored.	The school regularly reviews and updates its procedures relating to relevant legislation. Risks are understood and compliance by all staff and pupils is monitored. The school takes steps to make parents/carers aware of relevant legislation.

Element 2	Use of ICT in the curriculum

2a	Strategic approaches to the use of ICT in the curriculum

	4	3	2	1
2a-1 Planning for the development of pupils' digital capability	Planning for pupils' digital capability incorporates only some aspects of digital capability. There is a limited range of opportunities for pupils to apply and improve their digital capability across subjects.	Planning for pupils' digital capability incorporates a range of opportunities for pupils to develop and apply many aspects of their digital capability across subjects.	Systematic planning for digital capability is effective and includes an appropriate level of challenge with clear opportunities for pupils to achieve. Planning also identifies opportunities for pupils to creatively	Planning for digital capability is effective with a wide range of high-quality experiences across the whole curriculum. Planning at all levels ensures that pupils are challenged to

			apply and consolidate their digital capability across subjects.	make creative use of ICT that extends their capability.
2a-2 Planning to support learning and teaching	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. There is a developing awareness of how ICT can be used to improve learning and teaching within the school.	Most curriculum plans or schemes of work identify where ICT can support learning and teaching. Planning by many staff is effective and reflects the growing understanding of how ICT can be used to enhance learning and teaching both within and beyond the school.	All curriculum planning identifies key areas where ICT can support learning and teaching. Effective planning by most staff reflects a good understanding of how ICT can enhance and extend learning and teaching both within and beyond the school.	Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching. High quality and creative planning by all staff maximises the learning opportunities offered by ICT and transforms the learning experiences both within and beyond the school.
2a-3 Matching capability to opportunities	There is some interaction between those planning for the development of pupils' digital capability and those planning for the use of ICT in some curriculum areas.	Planning recognises the interdependence of the development of pupils' digital capability and their use of ICT in some curriculum areas and has made clear links between the two.	Mapping has identified and developed links between pupils' digital capability and their use of ICT in most curriculum areas. Planning takes careful account of these so that pupils experience progressive use of ICT in a range of contexts.	There is a constant interaction between the development of pupils' digital capability and their use of ICT in all curriculum areas. This enables pupils to develop their digital capability in a wide range of relevant contexts and gain maximum benefit from their use of ICT across the curriculum.
2a-4 Planning for continuity within and between classes, phases and schools	Some account is taken of pupils' prior ICT attainment and experience when planning learning. However, many pupils have to repeat ICT learning or activities unnecessarily.	Most teachers' planning builds on pupils' ICT attainment and experiences but some pupils remain unchallenged by ICT work.	Teachers routinely build on pupils' previous ICT attainment and experiences when planning learning. The school has effective arrangements for the continuity of ICT learning when pupils move between years, phases, schools and partners.	Teachers' planning always takes account of, and builds on, pupils' prior ICT attainment and experiences within and beyond the school. The school is imaginative and proactive in ensuring that there is continuity of ICT learning between years, phases and schools and partners.
2a-5 Planning for learning beyond the school	Whole-school planning for learning beyond the school takes little account of any knowledge about pupils' and families' access to, and use of, ICT.	Whole-school planning for learning beyond the school takes some account of research the school has undertaken about learning opportunities, pupils' and families' access to, and use of, ICT.	Whole-school planning for learning beyond the school is informed by ongoing research into learning opportunities, pupils' and families' access to, and use of, ICT.	Whole-school planning for learning beyond the school relies on ongoing research into learning opportunities, pupils' and families' access to, and use of, ICT.
2a-6 Planning to promote inclusion	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.	The policy for inclusion fully recognises the role of ICT in enabling and supporting the learning needs of different groups of pupils. Staff are	Most staff plan appropriately for ICT to support the full range of pupils in enabling or widening their access to learning. The specific learning needs	All, or nearly all, staff take a proactive role in identifying how ICT can be used to enable and broaden access to learning within and beyond

	Examples of ICT helping pupils to gain access to learning are patchy and unplanned.	aware of its potential, but do not always achieve this in practice.	of many pupils are met, at least in part, through the use of ICT.	the school for a wide range of learning needs.
2a-7 ***Planning for e-safety***	Planning has begun to address the development of pupils' e-safety awareness and the skills needed to make safe and responsible use of ICT. This is not yet implemented throughout the school.	Planning provides opportunities for pupils to develop an awareness of some aspects of e-safety and some of the skills needed to make safe and responsible use of ICT. Plans are being developed to provide opportunities for pupils to contribute to these programmes.	Effective planning ensures that pupils have the opportunities to develop an awareness of their digital footprint, e-safeguarding issues and the skills that enable them to make safe and responsible use of ICT. Pupils have the opportunity to contribute to e-safety policy and provision, particularly through peer activities.	Systematic planning ensures that pupils have opportunities to develop both an understanding of their digital footprint, e-safeguarding issues and a range of e-safety strategies, skills and behaviours. Pupils have regular opportunities to contribute to e-safeguarding policy and practice and this is in evidence throughout the school. Peer activities are a strong feature of e-safety provision. Plans are regularly reviewed and updated in the light of changing technology, risks and practice.

Element 2	Use of ICT in the curriculum

2b	*Leadership of ICT in the curriculum*

	4	**3**	**2**	**1**
2b-1 Leadership for the development of digital capability	There is some operational leadership for the development of pupils' digital capability, including their e-safety education, but this is not set within a whole-school approach supported by the senior leadership.	Operational leadership for the coordinated development of pupils' digital capability, including their e-safety education is in place and is supported by the senior leadership.	Effective operational leadership for the development of pupils' digital capability, including their e-safety education is set within a whole-school approach and promoted by the senior leadership. This ensures pupils' digital capability is developed in a progressive and coherent way.	Dynamic operational leadership for the development of pupils' digital capability, including their e-safety education, is set within a whole-school approach and is led strategically by the senior leadership. This takes account of pupils' work both within and beyond the school and maximises their progress.
2b-2 Leadership of learning and teaching	Some staff are aware of, and promote the use of ICT for learning and teaching within and beyond the school. There is no coordinated leadership for this across the school.	Many subject leaders promote and develop the effective use and impact of ICT for learning and teaching both within and beyond the school. This is beginning to be led strategically, with	All subject leaders promote an agreed whole-school approach to the use of ICT both within and beyond the school. This is led strategically by the senior leadership team and	There is strong leadership at all levels which actively encourages the development of new and creative practices in the use of ICT for learning and teaching both within and beyond the school. This results in

		some coordination across the school but implementation is variable.	consistently implemented by staff at all levels.	consistently high-quality implementation.
2b-3 Evaluating learning and teaching	Ad hoc monitoring and evaluation take place and focus on access, resources and superficial outcomes rather than impact on learning or teaching.	The school monitors and evaluates some aspects of learning and teaching with ICT. This tends to focus on pupil engagement and motivation rather than learning outcomes. Evaluation has some impact on future learning and teaching.	The school systematically monitors and evaluates the quality of learning and teaching with ICT within and beyond the school. This includes its impact on learning processes and a range of pupil outcomes. Evaluation is used to inform future learning and teaching.	The school rigorously evaluates the quality of learning and teaching with ICT within and beyond the school. There is a strong focus on the impact on learning processes and the quality and range of pupil outcomes. Evaluation is central to informing future learning and teaching.
2b-4 Review of the curriculum	The school has started to review the curriculum relating to both digital capability and the use of ICT for learning and teaching. Results do not inform practice or planning in these areas.	Periodic reviews of planning and practice are undertaken. These help to inform both the development of digital capability and the use of ICT for learning and teaching.	There is regular review of planning, practice and pupils' experiences covering both digital capability and the use of ICT for learning and teaching. This influences future planning.	Systematic and ongoing review of all aspects of ICT planning, practice and pupils' experiences is undertaken in order to inform innovative curriculum design. Pupils and other stakeholders regularly contribute to this process.

Element 3	Teaching and Learning

3a	*Teaching and the learning process*

	4	**3**	**2**	**1**
3a-1 Breadth of development for digital capability	Teaching is inconsistent and pupils have a limited range of opportunities to develop their digital capability, There is an over-emphasis on skill development at the expense of knowledge and understanding.	Teaching provides opportunities that enable many pupils to experience most aspects of ICT with an appropriate balance between knowledge, skills and understanding.	Teaching enables most pupils to use and develop all aspects of their digital capability through a wide range of experiences and contexts that are consistently matched to their needs, abilities and learning preferences.	Teaching enables all, or nearly all, pupils to develop and use their digital capability with confidence through a wide range of appropriate contexts and challenging experiences. Teaching builds effectively on pupils' use of ICT beyond the school.
3a-2 Extent of ICT use for learning and teaching	There are pockets of use of ICT within learning and teaching, but provision is too dependent on individual teachers and/or curriculum areas.	Many staff make regular use of ICT across the curriculum to support learning and teaching.	Most staff make regular use of ICT to support learning and teaching across the whole curriculum.	All, or nearly all staff, make use of ICT as an integral and natural part of learning and teaching across all curriculum areas and year groups.
3a-3	ICT is mainly used to replicate traditional teaching approaches, which results in only superficial gains.	Many staff use ICT to engage and motivate pupils in their learning through active and interactive	Most staff use ICT to enhance teaching and learning experiences with approaches not readily	All, or nearly all, staff harness the full potential of ICT to enhance and extend learning and teaching. They

	4	3	2	1
Quality of use of ICT for learning and teaching		learning experiences. They use a range of approaches and resources leading to identifiable gains in learning.	accessible through more traditional methods. This leads to significant gains in learning.	provide opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school.
3a-4 Learning beyond the school	Some staff encourage pupils to use ICT beyond the school to support their learning. When pupils demonstrate their learning with ICT in this way some staff are unsure how to respond.	Many staff encourage pupils to use ICT beyond the school to support their learning. They value this and understand how such learning can be integrated into work in school.	Most staff actively encourage pupils to use ICT to continue and/or extend their learning beyond the school and provide opportunities for them to do so.	ICT is used innovatively to enable pupils to continue and extend their learning 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 valued and celebrated.
3a-5 Ongoing critical evaluation	Some staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning. This has little impact on future practice.	Many staff can critically evaluate the use of ICT in their teaching and its impact on pupils' learning, but do not do so routinely. Some staff work together to share the outcomes of critical evaluations and this informs future practice.	Most staff make regular critical evaluations of the use of ICT in their teaching and its impact on pupils' learning and routinely share outcomes with colleagues. This has a clear impact on future practice.	All, or nearly all, staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning wherever that takes place. Outcomes are routinely shared with colleagues within and beyond the school. This process is an integral part of the school's reflective culture and has a significant impact on practice.

Element 3	Teaching and Learning

3b	Pupils' learning experiences

	4	3	2	1
3b-1 Pupils' progress in digital capability	Some pupils make appropriate progress in digital capability throughout the school, a significant number make insufficient progress in some areas.	Many pupils make appropriate progress in all areas of digital capability throughout the school.	Most pupils make good progress in all areas of digital capability throughout the school.	All, or nearly all, pupils make good progress in all areas of digital capability throughout the school.
3b-2 Pupils' progress more widely	A narrow range of ICT use limits its impact on pupils' progress across curriculum areas.	Many pupils use ICT to extend and improve their learning across a few curriculum areas and in a range of	Most pupils extend and improve much of their learning through a	ICT has a visible and frequent impact on the learning of all, or nearly all,

		contexts. This improves their progress in some areas.	wide range of ICT experiences across many curriculum areas and contexts.	pupils across most curriculum areas and in a wide range of contexts.
3b-3 **Pupils' understanding about their learning**	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.	Pupils are beginning to reflect on how ICT supports their learning. Some can discuss elements of this when prompted, and sometimes use examples drawn from their own experience.	Pupils have some understanding of how the use of ICT improves their learning both within and beyond the school. They are able to illustrate this with examples drawn from their own learning.	Pupils have a good understanding of the potential of ICT to support and enhance learning both within and beyond school. Drawing on their own experience they can readily identify ways in which ICT makes a difference to learning and achievement.
3b-4 **Pupils' confidence and independence**	Some pupils make decisions about when to employ ICT in some subjects but often lack confidence to take their learning forward independently or to transfer their digital capability to new situations. Pupils generally have few expectations about using ICT as a natural part of their learning.	Many pupils have the confidence to make informed decisions about when to use ICT. They are able to make independent use of ICT and transfer their digital capability to new situations. They have growing expectations about using ICT to support their learning.	Most pupils have reached high levels of confidence to apply ICT independently and where appropriate. They make informed decisions across the curriculum about when and how to use ICT. They can articulate clear expectations about using ICT to support their learning.	All or nearly all pupils have reached high levels of confidence and independence to apply and develop their use of ICT. They make regular informed decisions across the curriculum about when and how to use ICT. They have high expectations about using ICT to support their learning both within and beyond the school.
3b-5 **Effective and safe use of digital resources**	Some pupils are aware of the issues and risks involved in the use of ICT. They are aware of the school's policy and the need to adopt appropriate and responsible behaviours. However, few pupils have sufficient knowledge and skills to enable them to make safe use of digital resources. Pupils have no understanding of their obligations in relation to intellectual property rights and assessment of websites for validity.	Most pupils are aware of the issues and risks involved in the use of ICT and are aware of school policy and the need to adopt appropriate and responsible behaviours. However, not all pupils have sufficient knowledge and skills to enable them to make safe and effective use of digital resources. Pupils have limited understanding of intellectual property rights. Some pupils are beginning to understand the importance of assessing content for validity.	All, or nearly all, pupils understand the issues and risks involved in the use of ICT. They are aware of school policy and the need to adopt appropriate and responsible behaviours. Most pupils have a good range of knowledge and skills to enable them to make safe and effective use of digital resources both within and beyond the school. Pupils have an understanding of intellectual property rights and content validity although this is not consistently applied across the school.	All, or nearly all, pupils consistently adopt safe practices both within and beyond the school. They have up to date knowledge and skills to ensure safe and effective use of a wide range of digital resources. They apply and adapt these to new and emerging technologies and situations. All pupils fully understand their obligations in relation to intellectual property rights. When working independently pupils understand the need to validate information and assess content.
3b-6 **Creativity and learning skills**	The use of ICT helps some pupils to develop their creative abilities, search for information, draft their work and pay more attention to detail and presentation.	For many pupils the use of ICT in some curriculum areas develops their creative abilities and their ability to research, refine their work, learn from their mistakes, collaborate with	For most pupils the use of ICT in a broad range of curriculum areas improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes,	For all or nearly all pupils the use of ICT, both within and beyond the school, significantly improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate

	Opportunities to do this are limited and inconsistent.	others and reflect on the quality of their work.	collaborate with others and reflect critically on their learning.	with others and reflect critically on their learning.
3b-7 *Attitudes to learning*	For some pupils the use of ICT for teaching or learning has a limited influence on their self-esteem, motivation or general attitude to learning.	The use of ICT helps many pupils to improve their motivation and supports the development of their self-esteem, attitude to learning and capacity for independent study.	Most pupils are motivated to use ICT both in and out of school in order to improve their work. ICT has a significant influence on self-esteem, attitude to learning and capacity for independent study.	When using ICT, all or nearly all pupils show interest, enthusiasm and innovation. They explore the potential of ICT to improve their work both in and out of school. The use of ICT has a major impact on their self-esteem, enthusiasm, engagement and approach to learning within and beyond the school.
3b-8 *Behaviour*	When using ICT some pupils engage with learning activities and work effectively with others, but many lose interest when they encounter a problem. Some show respect for the work and feelings of other pupils.	When using ICT, many pupils engage with learning activities and work effectively with others, but some lose interest when they encounter a problem. They show respect for the work and feelings of other pupils.	When using ICT, most pupils engage with learning activities, work effectively with others and generally sustain attention. They show sensitivity and respect for the work and feelings of other pupils.	When using ICT, all or nearly all pupils engage with learning activities, work effectively with others, sustain attention and show tenacity. They show sensitivity and respect for the work and feelings of other pupils.
3b-9 *Contribution of pupils*	There are a few examples of where the school acknowledges the skills and knowledge pupils in the use of digital technologies and allows the pupils to contribute.	The school acknowledges the skills and knowledge of pupils in the use of digital technologies and is developing more opportunities for them to contribute.	There are frequent examples of the school acknowledging and valuing the contribution that pupils can make in the development and promotion of the use of digital technologies by their peers and others within and out of school	The culture of the school both allows and encourages pupils to play an active role in the leadership of the development and promotion of the use of digital technologies by their peers and others within and out of school. They will be widely consulted and will have some involvement in planning and policy making with regard to the use of digital technologies and e-safety.

Element 4	Assessment of digital capability			
4a	***Assessment of digital capability***			
	4	**3**	**2**	**1**

4a-1 *Assessment, recording and reporting of digital capability*	Some assessment and recording of digital capability occur, but are inconsistent, uncoordinated and rarely takes account of pupils' use of ICT in other curriculum areas.	The assessment and recording of digital capability are informed by pupils' use of ICT in other curriculum areas, but there is some variation in practice.	The assessment and recording of digital capability are reliable and consistent. They are informed by the use of ICT in other curriculum areas and by moderation within the school.	The assessment and recording of digital capability are rigorous, reliable and consistent. They are always informed by the use of ICT in other curriculum areas and by effective moderation within, and beyond the school.
4a-2 *Dialogue*	Some staff are able to engage pupils in dialogue to help them improve, but only in some aspects of their use of ICT.	Many staff are able to engage pupils in dialogue that helps them improve their use of ICT.	Most staff are able to engage pupils in regular and well-informed discussions about their use of ICT and how to improve it.	All, or nearly all, staff are confident and competent to engage in high-quality, detailed dialogue with pupils about their use of ICT. This results in clear targets for improvement.
4a-3 *Self and peer assessment*	Pupils are involved in some self-assessment of their digital capability, but this focuses mainly on ICT skills. This has limited impact on improvement.	Pupils are beginning to develop their own criteria for self and peer assessment of their digital capability. This sometimes helps them to understand how their work can be improved.	Pupils regularly assess their own and other pupils' digital capability based on criteria they have identified and developed. This contributes to their understanding of what constitutes good quality and helps them to improve.	Effective and accurate self and peer assessment are undertaken systematically. This is integral to pupils' learning within, and beyond, the school and the development of their digital capability.

Element 5	**Professional Development**

5a	***Developing and sharing digital capability***

	4	**3**	**2**	**1**
5a-1 *Identifying needs*	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.	Individual staff ICT needs in relation to improving learning and teaching are identified. Where appropriate this is part of the performance management process and meeting whole-school, organisational needs, priorities and vision.	Performance management includes a regular comprehensive audit of staff skills in relation to the effective and safe use of ICT in learning, teaching and management processes. This fully reflects the school's strategic plans and priorities. The quality, impact and value for money of ICT professional development is evaluated.	There is an embedded culture of review and self-review of staff ICT competence and needs. This incorporates a focus on school improvement through the implementation of emerging technologies and practices. Practitioners evaluate impact on effective learning, teaching and organisational effectiveness.
5a-2	ICT professional development opportunities take only limited	ICT professional development activities address identified whole-	Staff have access to a wide range of ICT professional development	All staff are engaged with ICT professional development which

Meeting school and individual needs	account of individual and specific whole-school priorities. Some attempt is made to widen the range of development opportunities. Mentoring or coaching takes place when required.	school needs and target the individual needs of some staff. Individual mentoring and coaching is provided for most staff, according to need.	opportunities both within and out of school. The school makes use of external and online support to develop staff expertise. Systematic support through coaching and mentoring is part of planned professional development for ICT.	blend different forms of provision. Innovative approaches to individual support through coaching and mentoring are a key part of ICT professional development.
5a-3 Developing and sharing practices	Some staff welcome and try new ideas but the outcomes are not generally incorporated into future curriculum planning on a whole-school basis. The sharing of effective practice using ICT is encouraged on an individual level	Many staff engage in the development of new teaching and learning practices with ICT. Outcomes are incorporated, where appropriate, into the curriculum. There are processes in place for sharing of research and effective practice across the school.	Most staff engage in the development of new practices with ICT. Outcomes are frequently incorporated into the school curriculum and reflected in whole-school priorities. The sharing of effective practice routinely occurs across the school and with other schools.	Action research is embedded within a strong culture of planned and evaluated innovation. All staff are encouraged to take calculated risks in the creative use of ICT to make significant improvements to learning, teaching and organisational effectiveness. The school supports practice in other schools either face-to-face or through online collaboration.
5a-4 Developing good e-safety practices	There is insufficient focus on professional development such that only some staff are aware of the e-safety risks associated with the use of digital technologies and know how to keep themselves safe and are able to provide e-safety guidance for others.	There is a more effective focus on professional development such that most staff are aware of the e-safety risks associated with the use of digital technologies, know how to keep themselves safe and are able to provide e-safety guidance for others.	There is an effective focus on professional development such that most staff are enthusiastic users of digital technologies both in their teaching and in their personal use. They are aware of the e-safety risks associated with the use of these technologies, know how to keep themselves safe and are able to provide e-safety guidance for others. The school provides opportunities for all staff to increase the understanding of these issues through e-safety training. All staff are aware how to protect their professional identity online and understand the boundaries between personal and professional use.	There is a culture in the school where staff are encouraged to use, and use, digital technologies in innovative ways, while being aware of the e-safety risks. The staff have a clear understanding of the boundaries between personal and professional use of digital technologies, being able to protect their professional identity online and having the competence and confidence to provide good e-safety guidance to others in their lessons and across the school.

Element 6	Resources

6a *Provision*

	4	3	2	1
6a-1 **Physical environments**	Individual staff have given some consideration to the way that their space within the school can be reorganised to provide a flexible environment that reflects the contribution of ICT.	Some spaces have been designed, adapted or reorganised in a coordinated way to provide flexible environments that reflect the school's vision for ICT.	Most spaces have been designed, adapted or reorganised to reflect the school's vision for ICT. They support a range of flexible learning and teaching styles and working practices.	Whole-school approaches to the innovative design, adaptation or reorganisation of spaces fully reflect the school's vision for ICT. This results in more imaginative and varied learning, teaching and working practices.
6a-2 **Sufficiency, suitability and availability of learning technologies**	ICT resources are limited in quality, quantity, range, suitability, curriculum choices and availability and therefore have little impact on learning, teaching or school management.	ICT resources are sufficient in quality, quantity, range, suitability, curriculum choices and availability to make a contribution to the current practice in learning, teaching and school management. The school is taking steps to provide access to appropriate ICT resources for those without access beyond the school.	ICT resources are sufficient in quality, quantity, range, suitability, curriculum choices and are readily available to support learning within and beyond the school. These make a significant impact on learning, teaching and school management. The school ensures that there is ICT provision for those without access beyond the school.	There is a wide range of suitable, high-quality ICT resources which are sufficient to meet staff and pupils' needs wherever and whenever learning takes place. These are used imaginatively and have a significant impact on the culture and ethos of the school.
6a-3 **Internal and online connectivity**	Internal and online connectivity to curriculum and management resources is limited and unable to meet the needs of many users.	Internal and online connectivity provides safe and appropriate access to curriculum and management resources from many locations within the school. Planning ensures that the infrastructure can meet the demand. There is some impact on learning, teaching and staff working practices.	There is safe, secure, reliable and fast internal and online connectivity. This provides appropriate access to curriculum and management resources from many locations within the school. Planning recognises the need to update infrastructure to meet future demands. There is clear impact on learning, teaching and staff working practices.	High-quality connectivity provides appropriate access to curriculum and management resources throughout the school and beyond. Regular review and updating ensure that new and growing demands are met safely and securely. This enables innovative practice to develop which has a significant impact on the learning and management culture of the school.
6a-4 **Digital learning resources**	The school has access to a range of learning technologies but these do not always meet the needs of the curriculum and pupils.	The school has access to a good range of appropriate learning technologies that make a positive contribution to learning and teaching.	The school has access to a well-planned range of appropriate, good quality learning technologies that make a significant impact on learning and teaching.	The school has access to a wide range of appropriate, high-quality learning technologies. Imaginative use of these technologies significantly changes the learning culture within and beyond the school.

	4	3	2	1
6a-5 ***Environments for online learning***	Environments for online learning allow pupils access to content in lessons. They are able to access curriculum related resources and engage in activities.	Environments for online learning allow pupils to access, create and share content in lessons and beyond school. Pupils are able to showcase achievement. Parents and carers have online access to resources and information.	Environments for online learning support a range of learning activities within and beyond the school, including the use of communication and collaboration tools. Online access to appropriate information, resources and activities is available to all stakeholders.	Environments for online learning support a wide range of innovative learning activities within and beyond the school. Regular review and updates incorporate new and emerging technologies and practices. All stakeholders have opportunities to access and exchange appropriate information and resources.
6a-6 ***Management information systems***	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. There is no designated person in charge of backing up data. Data is not always backed up in a daily routine and it is sometimes difficult to recover data.	Staff make use of ICT for management, administration, finance and planning as appropriate. Current systems enable staff to share resources, access data and contribute to databases. The school backs up data regularly but restoration is not always checked.	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. Some access controls have been applied to information sets but a full information risk assessment has not been completed. A designated person backs up MIS data daily and is able to restore it.	The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to appropriate named staff within and beyond the school. Access controls have been deployed to all information systems and a full risk assessment of all information assets for which the school is responsible has been completed and documented. This significantly improves the management of the school and takes account of its data protection responsibility The school follows best practice backup routines.

Element 6	Resources

6b	***Management of ICT resources***

	4	3	2	1

6b-1 *Procurement*	There is some planning for the procurement of ICT resources, but little account is taken of procurement rules, environmental impact and the safe disposal of electronic equipment and information.	ICT resources are procured efficiently with regard to the total cost of ownership and value for money. Some account is taken of environmental impact. The school has begun to address the issue of safe disposal of electronic equipment and information. Procurement regulations are generally understood.	The procurement of ICT resources and services follows best practice guidelines and takes full account of the total cost of ownership, value for money and procurement regulations. Consideration is given to environmental impact. There are some processes in place for the safe disposal of electronic equipment and information.	Procurement is part of a systematic whole-school approach to providing ICT resources and services which are sustainable in the longer term. Regular review of processes ensures good value for money minimal environmental impact and the safe disposal of electronic equipment and information. Disposal procedures exist for all information held on ICT devices and in physical form. Procurement regulations are followed.
6b-2 *Technical support*	There is limited access to technical support staff and no proactive maintenance to reduce the risk of technical problems.	Technical support systems are adequate. There is some proactive management of maintenance. Reported faults are responded to in a timely fashion.	Technical support systems are provided and managed effectively. They are both proactive and reactive. The school minimises disruption to learning and teaching caused by technical problems.	Technical support staff are empowered to explore and implement innovative solutions. They contribute to the formulation and development of the school's ICT strategy. Systems are in place to manage and monitor the performance of technical support.
6b-3 *Information security and safeguarding*	The school is aware that it needs to safeguard users and secure data. It has some technical solutions that address these issues but these are uncoordinated and at an early stage. Staff have received no information security awareness training.	Technical and policy solutions provide some safeguarding for users of the school's ICT systems. These sometimes limit opportunities for learning and teaching. The school is taking steps to ensure that information (physical and electronic) is secure both on and off site. Staff have received some information security and safeguarding awareness training.	Technical and policy solutions ensure that there is safeguarding of the school's ICT systems, without limiting opportunities for learning and teaching. Information (physical and electronic) is stored securely on and off site and regular reviews ensure that these systems remain effective. Staff have received information security awareness training although there is no planned or regular process.	Regularly updated technical and policy solutions ensure a safe environment for all users whilst maximising learning and teaching opportunities. A full information risk assessment has been completed and documented. All access to information systems is controlled. There is a high level of information security on all systems with timely and effective disaster recovery procedures in place. All staff are aware of the lead professional and receive regular information security and safeguarding training and updates.
6b-4 *Evaluation*	Some ad hoc monitoring and evaluation take place, often as a reaction to issues related to the	Monitoring and evaluation of the use of ICT resources take place and inform the	Regular monitoring and evaluation of the use of ICT resources within and beyond	There is systematic and widespread monitoring and evaluation of the use of ICT resources. The outcomes underpin the ongoing ICT strategy and procurement

	quantity of and access to, ICT resources.	development of ICT strategy and future procurement.	the school are comprehensive and influence ICT strategy and future procurement.	and are used to maximise access to learning opportunities.