



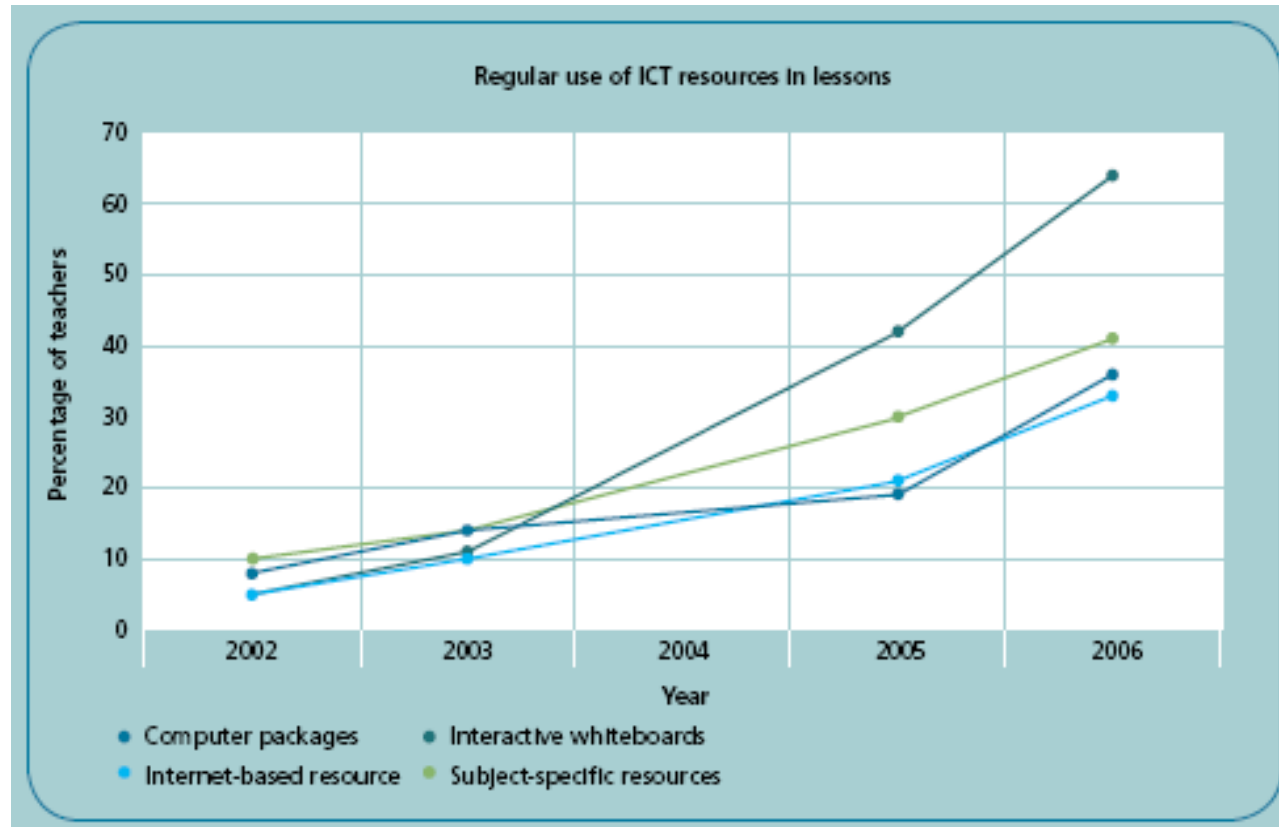
ICT and school development:
the UK self-review framework

Lillestrøm

7 December 2007

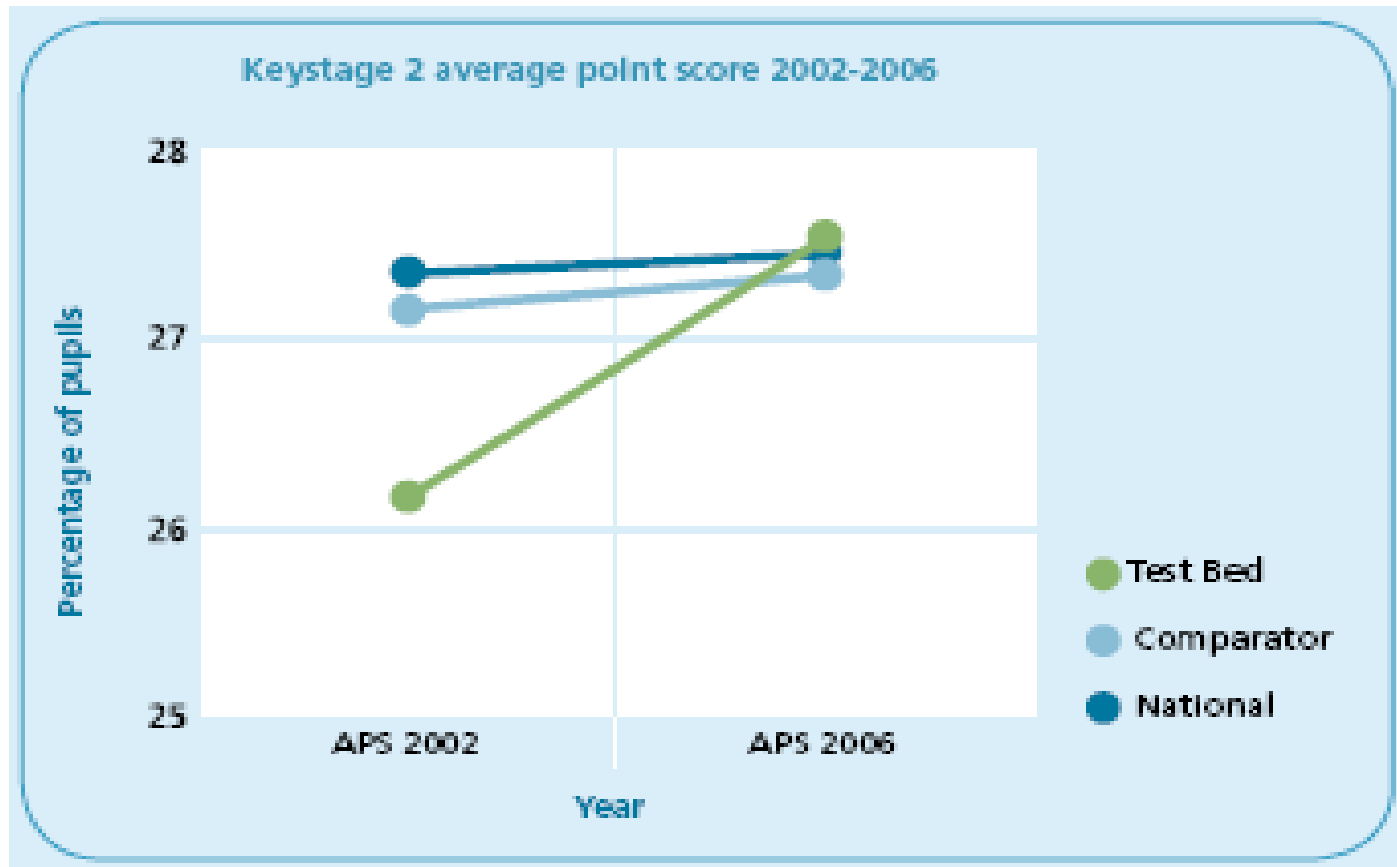
Ken Dyson (Consultant - Becta)

Progress in levels of use of technology to support learning



Includes teachers' use in lessons
(Kitchen et al 2007, HT Schools Survey)

Clear links between the development of e-maturity and primary school improvement



Strong link between development of e-maturity and secondary standards

National research data:

- ❑ Secondary schools developing their e-maturity improve standards at a faster rate than other institutions
- ❑ Improvements in performance at 14 and 16, value added and attendance rates

Butt and Cebulla, 2006

Controlling for a range of school factors, including % of pupils receiving free school meals (disadvantage) and prior performance

Fundamental pedagogical change?

Secondary teachers' use of ICT in lessons for helping pupils learn in different ways

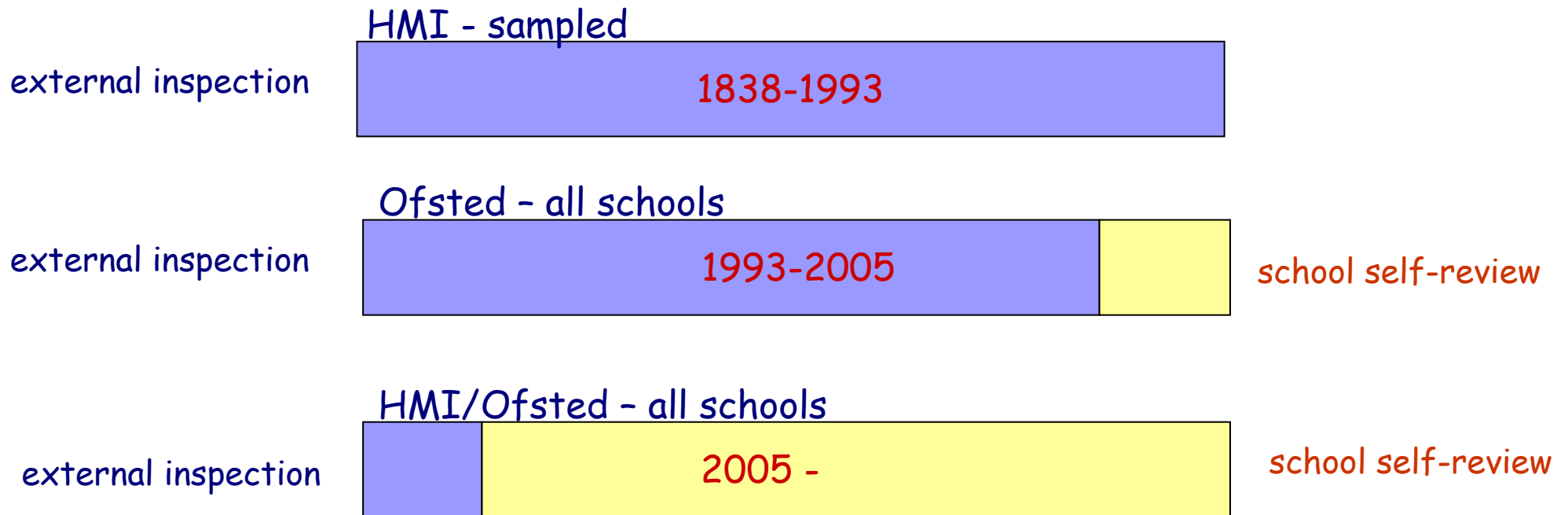
	Gathering information (%)	Analysing information (%)	Being creative (%)	Problem solving (%)	Working with others (%)
All or most lessons	1	*	1	*	*
More than half of lessons	3	2	3	1	1
Around half of lessons	8	4	4	5	2
Less than half of lessons	58	39	24	25	13
Rarely/Never	31	55	68	69	84
Base: all secondary teachers answering	1192	1190	1190	1185	1186

Becta: State of the nation report 2006/7

Dimensions of change



School evaluation (England)



ICT Self Review Framework

- ❑ Main focus is whole-school improvement
- ❑ Optional ICT Mark available
- ❑ Piloted autumn 2005
- ❑ Available nationally since April 2006
- ❑ Over 8,000 schools registered (out of 23,000)

Self Review Framework

- ❑ Involvement of all national agencies
- ❑ Online self review tool with:
 - Guidance
 - Action planning
 - Links to support materials
 - Phase specific exemplars
 - Benchmarking
 - Examples of evidence

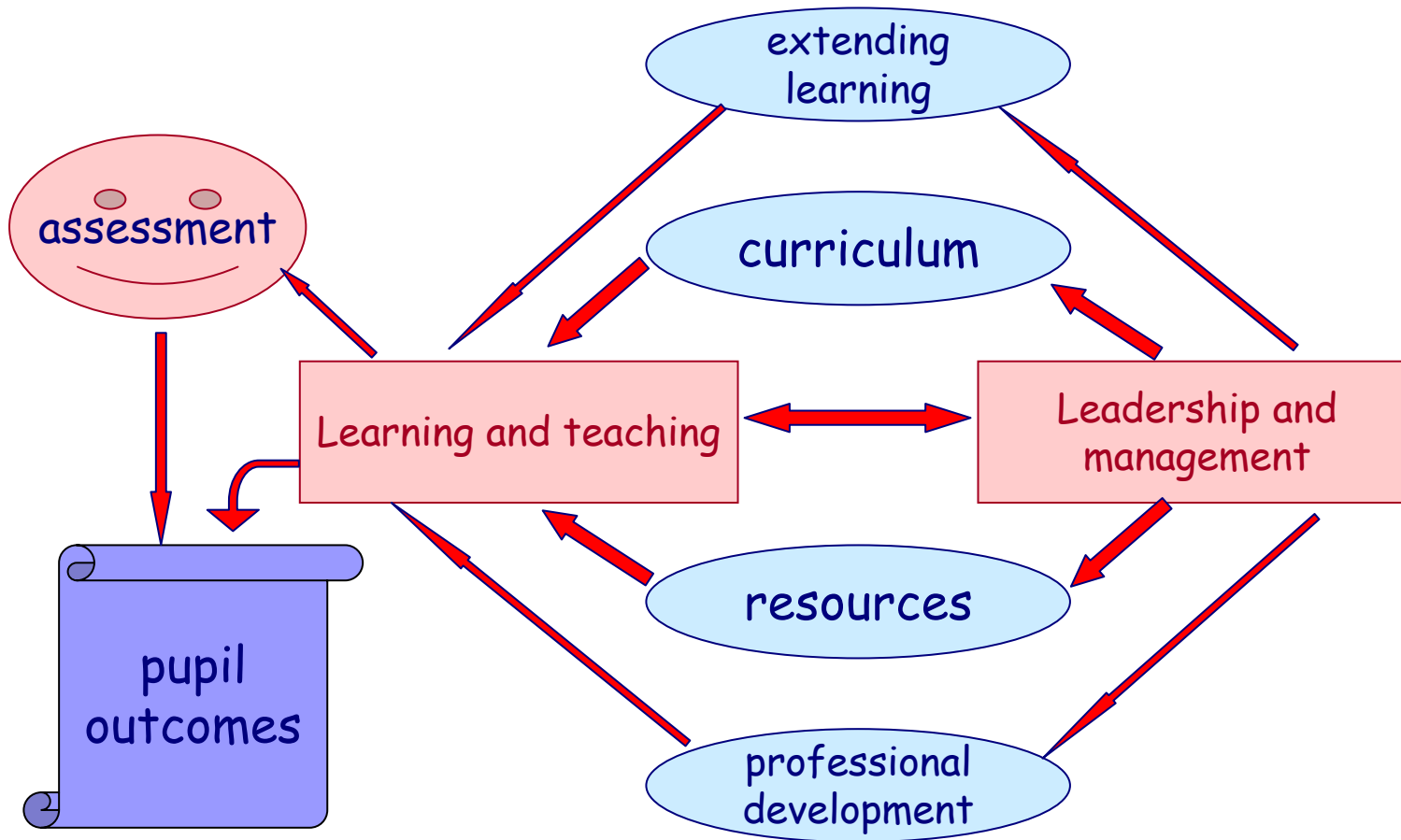


Self Review Framework

helps a school decide:

- ❑ Where you are in your whole school improvement and ICT development
- ❑ How well you are doing compared to others
- ❑ Where you want to go - aspirations
- ❑ What good looks like and how you can achieve it
- ❑ What actions to prioritise
- ❑ Where you may need support

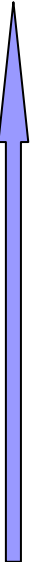
ICT developments in schools



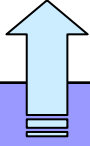
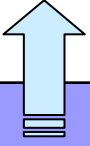
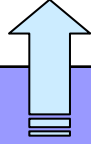



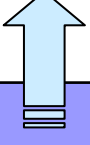

SRF
Leadership and management
Curriculum
Learning and teaching
Assessment
Prof Development
Resources
Extending learning
Impact on pupil outcomes

Self Review Framework Levels












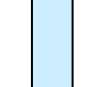

1	Aspirational: e-confident								1
2	Coherent strategy								2
3	Strategy in place								3
4	Made a start								4
5	Little in place								5
	Leadership & Management	Curriculum	Learning & Teaching	Assessment	Professional Development	Resources	Extending learning	Impact on outcomes	











Self Review Framework Levels

1									1
2									2
3									3
4									4
5									5
	Leadership & Management	Curriculum	Learning & Teaching	Assessment	Professional Development	Resources	Extending learning	Impact on outcomes	

Self Review Framework Levels

1									1
2									2
3									3
4									4
5									5
	Leadership & Management	Curriculum	Learning & Teaching	Assessment	CPD	Resources	Extending learning	Impact on outcomes	

Self Review Framework Levels


1									1
2									2
3									3
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5									5
	Leadership & Management	Curriculum	Learning & Teaching	Assessment	CPD	Resources	Extending learning	Impact on outcomes	



1b-1 Strategic Leadership

Need help? [Read the guide to this strand »](#)

Please select one of the following position statements:

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

Comments and evidence

Please enter no more than 500 characters.



[Skip to end of strand](#)



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Admin

1. [Manage matrices](#)
2. [Manage users](#)
3. [Administration tool](#)
4. [Matrix builder](#)

Self-review framework

Element Guidance

Element 3 Learning and Teaching

3a Teachers' planning, use and evaluation

Overview of this strand

This strand focuses on the way that teachers use ICT in the classroom to support and enhance learning, teaching and inclusion. In schools that have successfully embedded ICT within learning and teaching, all staff have a clear understanding of how ICT supports these processes. They regularly plan for its use in their teaching, providing experiences that are based on prior knowledge of pupils' ICT capability so that pupils are challenged by their use of ICT. Such schools also critically evaluate how ICT is used on a regular basis and share their reflections with other colleagues both within and beyond the school.

3a-1 (*Planning for ICT in learning and teaching*) helps you to consider the following questions:

- What proportion of the staff are confident to identify opportunities for the use of ICT?
- Is there awareness and understanding of what makes appropriate and/or inappropriate use of ICT?
- How many staff regularly plan for the use of ICT in their teaching and pupils' learning?
- Are there staff who can, and do, extend the use of ICT in new, creative and innovative ways?

What evidence could schools use?

The evidence for this strand may be drawn from any or all of the following:

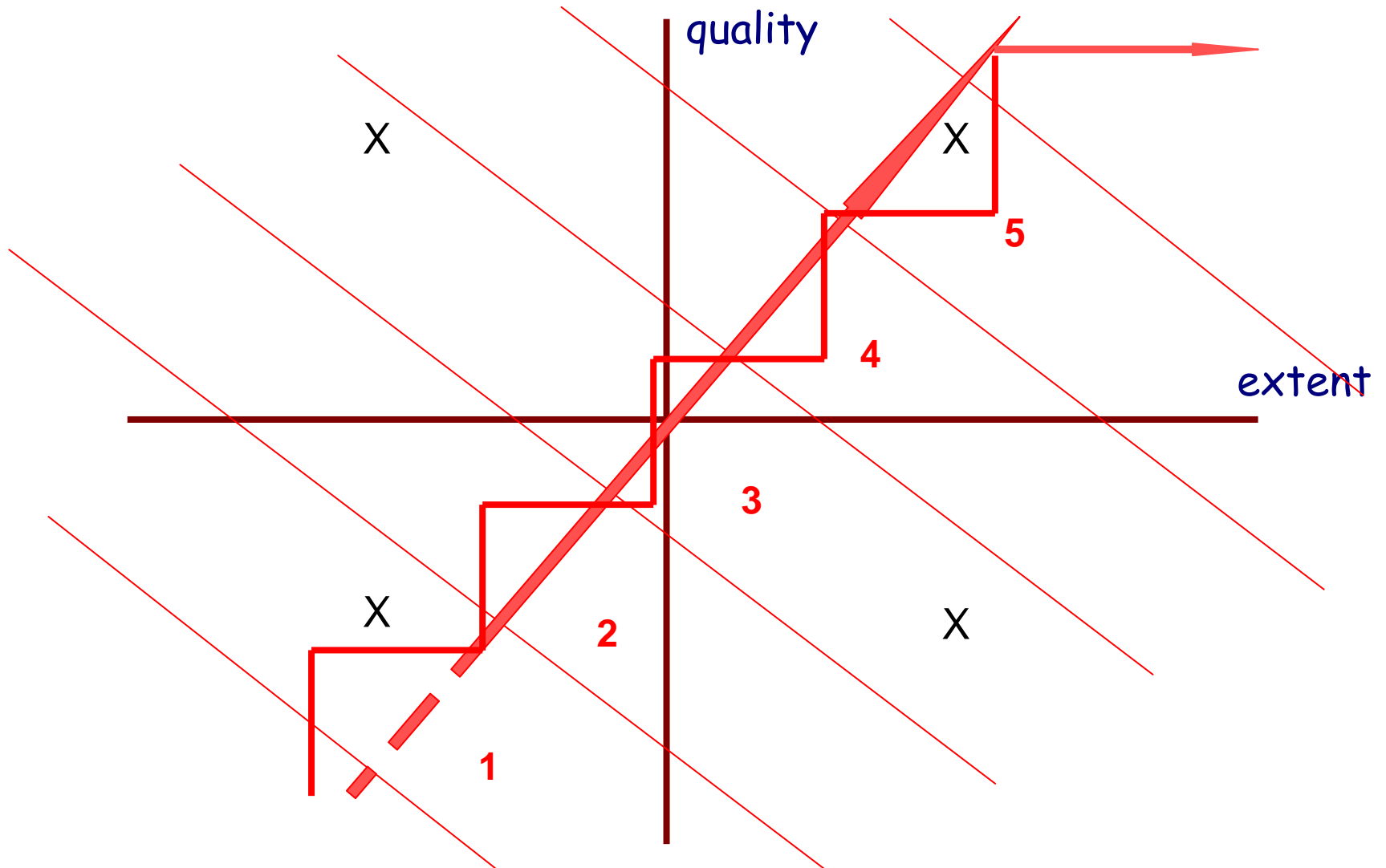
- Schemes of work (all subjects)
- Individual lesson plans
- Classroom observations
- Discussions with pupils, teachers and support staff
- EPs and other learning programmes for pupils with special needs

etc

Self Review Framework suggested evidence

- Data
- Information and planning
- Discussions
 - staff
 - pupils
 - parents/carers
- Observations
 - lessons,
 - pupils' working
- Scrutiny of outcomes

Quality v extent of ICT experiences



The following action plan has been prepared based on a self evaluation performed by Test Admin from Matrix Evaluation on Thursday, 22 December 2005

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(admin@matrix.org.uk)

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Action planner for: 1a. Creating sharing and reviewing the vision for ICT

Leadership

Current level: Level 1 ([re-evaluate this >](#))

Description: There is no defined strategic leadership; individuals act independently of each other.

Help & support

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Actions (customise / ignore)	Priority	Status	Date	Success	Resources
Headteacher to attend SLICT - Feb 06 <ul style="list-style-type: none"> Headteacher should attend SLICT Discuss situation with head and SMT Look at case studies of effective leadership in ICT. 	Normal	In progress	01 Mar 06	When all completed	Head, Self, SMT

You can ...

[Save as a document >](#)

[Print a summary >](#)

[Show actions you ignored >](#)

[View action plan reminders >](#)

[Share your results >](#)

Creating the Vision

Current level: Level 2 ([re-evaluate this >](#))

Description: 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 schools' work or is mainly focused on the acquisition of resources.

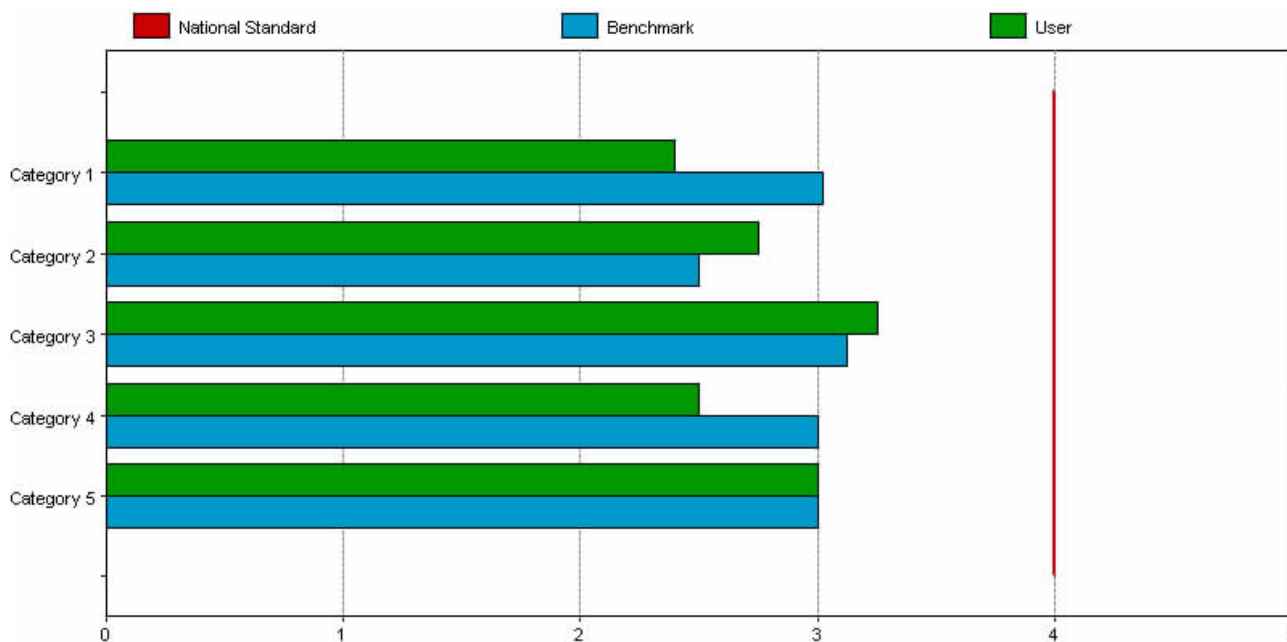
- [Get a token to pass on which will enable you to share results.](#)
- [Got a token for this matrix? Enter it here.](#)
- [Click here if you would like to stop managing or sharing results with one or more groups.](#)

Matrix: SRF - Leadership and Vision for ICT

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Category breakdown



Category	User	Benchmark	National Standard	Number of Answers
Category 1 : 1a. Creating sharing and reviewing the vision for ICT	2.4	3	4	45 answers from 9 users
Category 2 : 1b. A strategy to achieve the ICT vision	2.8	2.5	4	16 answers from 4 users
Category 3 : 1c. Implementation and management of the strategy	3.3	3.1	4	8 answers from 2 users
Category 4 : 1d The evaluation of impact	2.5	3	4	4 answers from 2 users
Category 5 : 1e. The use of ICT to improve organisational effectiveness and efficiency	3	3	4	4 answers from 2 users

You can ...

- [Save benchmark as a document »](#)
- [View matrix benchmark »](#)
- View aspect benchmark by...
 - [1a. Creating sharing and reviewing the vision for ICT »](#)
 - [1b. A strategy to achieve the ICT vision »](#)
 - [1c. Implementation and management of the strategy »](#)
 - [1d The evaluation of impact »](#)
 - [1e. The use of ICT to improve organisational effectiveness and efficiency »](#)

Help & support

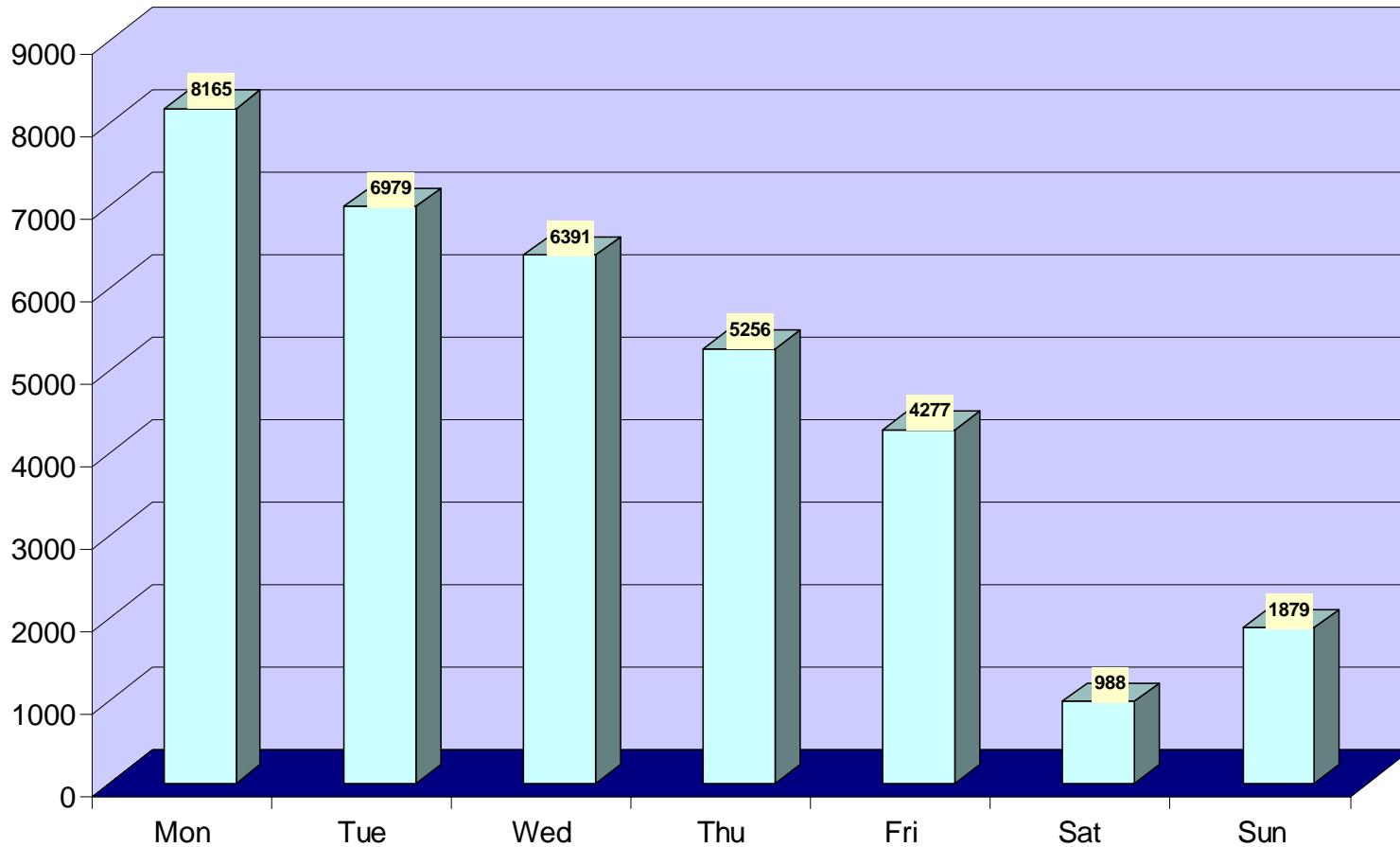
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- [Common questions »](#)
- [Ask the support team »](#)

Admin

- [Manage users](#)

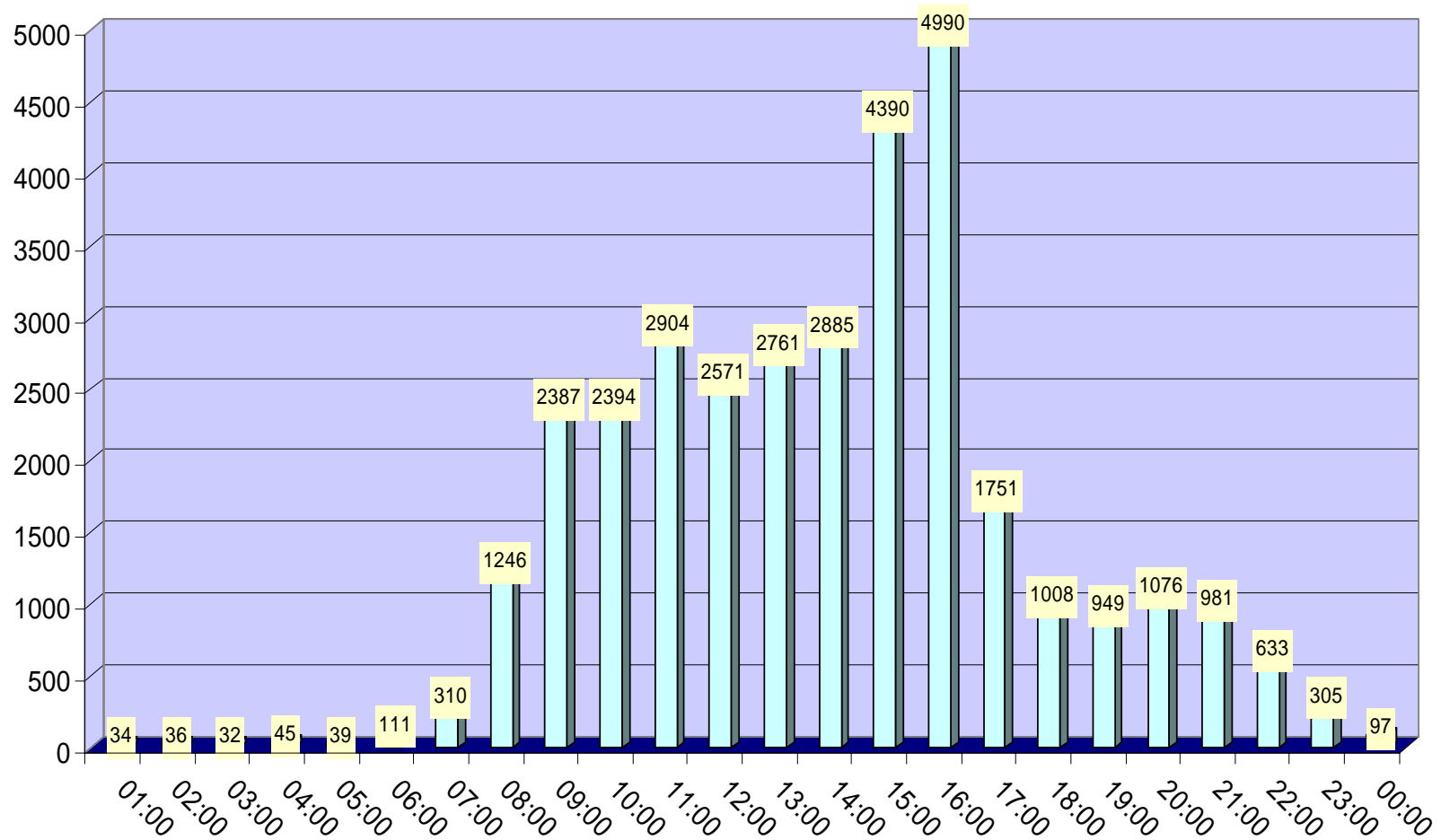
Patterns of use

days of the week

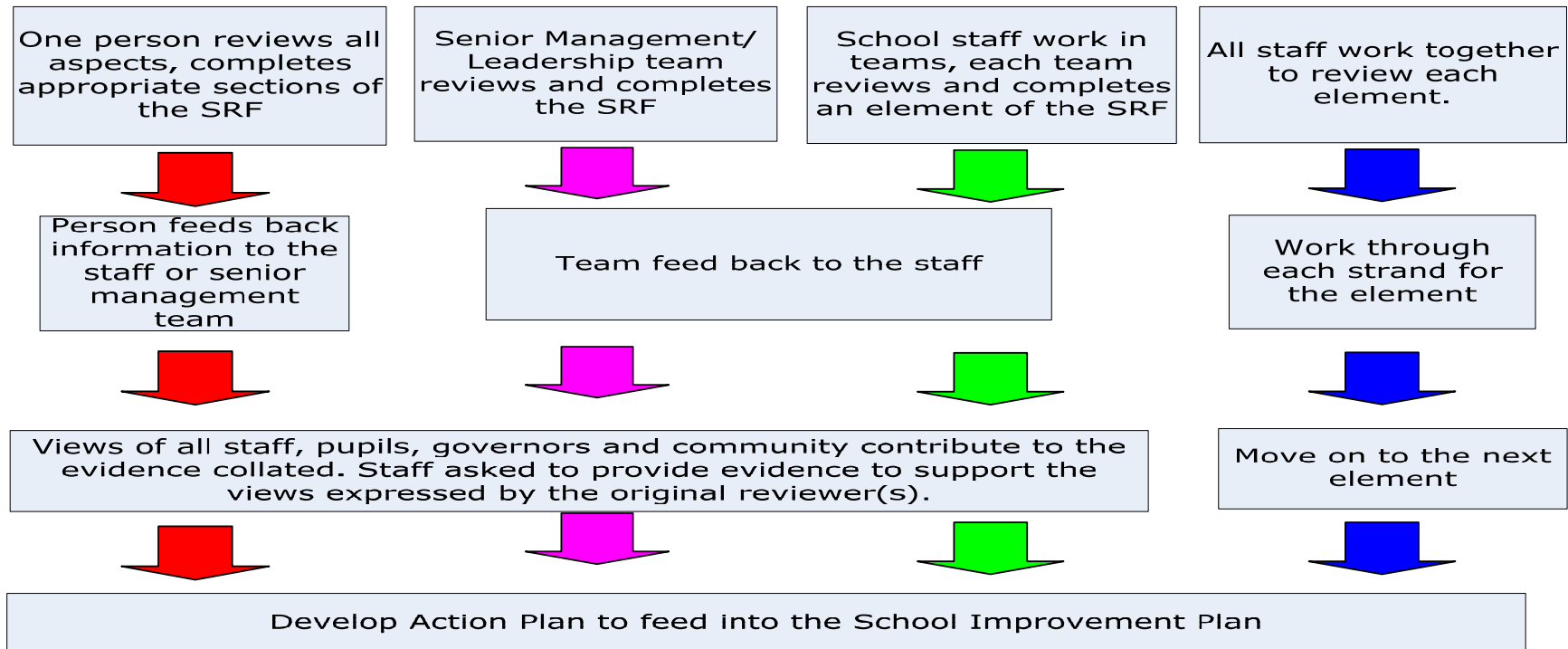


Patterns of use

hour of the day



Self Review Framework process



Self Review Framework process

Who?

senior leaders

ICT coordinator(s)

curriculum leaders

all staff

pupils

Governors

How?

discuss vision

brainstorm responses

get 'feel' for levels

staff meetings

identify best element to start

identify evidence

consensus

identify links in school improvement plan

staff audit

pupil audit

consider subject by subject

identify progress

celebrate success

identify priorities

set goals

Outcomes

"The SRF ... has enabled all the staff, not just the ICT specialists, to understand where we are going strategically. It has brought us together and consolidated the whole vision for the school."

Roger Whittall - Headteacher, Westwood School

What it's all about?

"SRF isn't just about ICT and, interestingly, that is a key factor of its success. It focuses the mind on the whole spectrum of school development."

Steve Gator - Headteacher, Walker Technology College



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