

The self-review framework

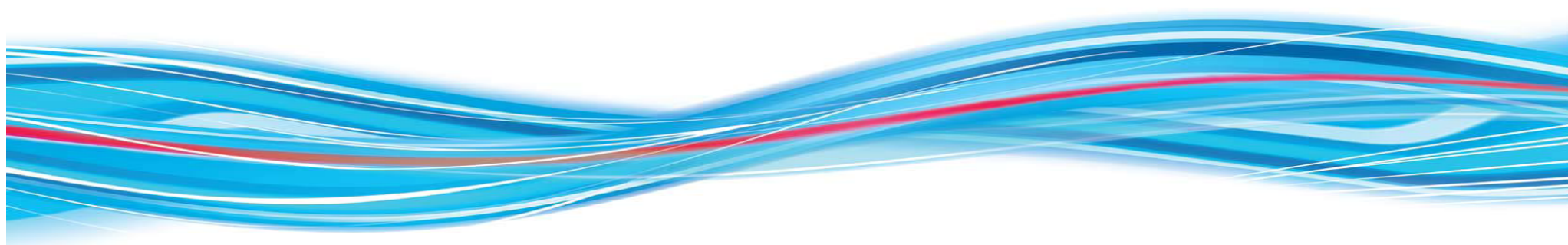
Element 1 (Guidance)

Leadership and management

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 1. It also includes questions and suggested evidence sources that you can consider to support your judgements. Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence. You may wish to use this prior to entering the information on the on-line matrix, but completion of the on-line self-review is essential before the school requests to be assessed for the ICT Mark.

This guide to the self-review framework can be used alongside the Becta printed level descriptors for Element 1 to help you decide where you are in your ICT development in the 'Leadership and management' element.

Becta strongly recommends that you use the online tool rather than the paper version.



Element 1 - Leadership And Management

1a The vision for ICT

This strand reflects the importance of having a comprehensive vision for ICT and one that involves the Senior Management Team. Schools that make effective use of ICT ensure that the vision is owned and understood by all staff, and endeavour to engage other stakeholders including governors, parents, community groups and other partners. An effective vision should support and enhance the school's aims in terms of learning, teaching, management and administration. However, visions are not static and need to be reviewed and updated in the light of developments in technology, practice and national policy.

1a-1	The vision		⇒ progress ⇒					
Our vision for ICT ...			5	4	3	2	1	
	is clearly expressed	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very well
	focuses on the school's work through	marginal aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all aspects
	is consistent with our school's overall aims	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
	embraces the learning needs of	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all pupils and the wider community
	anticipates future developments in technology	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
Guidelines / Questions								
<ul style="list-style-type: none"> Does the school have a clear vision for ICT that includes all members of the school community? Is the vision more focused on pupils' experiences in learning and teaching or the technology and resources? Does the vision include wider issues such as management and administration? 				<ul style="list-style-type: none"> Is the ICT vision linked to the school's wider aims and aspirations? Does the vision lead the school into new and innovative practices? How does the vision recognise new national policy developments? 				

1a-2	Development and ownership of the vision		⇒ progress ⇒					
The development of our vision for ICT...			5	4	3	2	1	
	involved staff	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
	involved governors	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
	involved pupils	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
	led staff, governors and pupils to understand and embrace it	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
	led parents/carers, other stakeholders and the wider community to support it	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all
Guidelines / Questions								
<ul style="list-style-type: none"> Who has been involved in the development of the school's ICT vision? How widely is the vision understood and embraced? Is the ICT vision well expressed and recorded so that everyone can access and understand it? 				<ul style="list-style-type: none"> Has the school considered if and how pupils and/or other stakeholders have been involved? Has the school considered aspects of green and financial sustainability? 				

Element 1 - Leadership And Management

1a The vision for ICT

1a-3	Reviewing the Vision	⇒ progress ⇒					
Review of our vision for ICT ...		5	4	3	2	1	
is systematic	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
is informed by internal evaluation	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
draws on knowledge of emerging technologies	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
draws on knowledge of effective practice elsewhere	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
Guidelines / Questions							
<ul style="list-style-type: none"> Is the vision kept under review? Is it informed by an understanding of emerging technologies and educational practice? Do the outcomes of the school's own evaluation contribute to the review? 				<ul style="list-style-type: none"> Has the school taken account of the views of pupils, staff, parents/carers and other stakeholders? In keeping up to date, has the school sought advice, guidance and information from outside for example, other schools, Local Authority, other individuals and agencies? 			

Suggested Evidence (1a-1 to 1a-3):

The expressed aims of the school. The expressed vision for ICT (written or verbal) and any revisions. Discussions with staff and others to identify their understanding and ownership of the ICT vision and their roles in creating and reviewing that vision. Processes for review of the vision, including previous vision statements. Governors' and other meeting minutes. Communications beyond the school to identify the understanding and sharing of the vision for ICT. Formal and informal discussions with pupils.

Element 1 - A strategy to achieve the ICT vision

1b A strategy to achieve the ICT vision

This strand looks at the most effective practice and ensures that there is a strategy that sets out priorities for realising the ICT vision and that this is integral to whole-school planning and takes account of the school's current stage of development. A distinction is made between strategic and operational leadership so that the school focuses on both overall planning and day-to-day delivery. The strand stresses the importance of careful financial planning which takes account of all related costs and the impact on outcomes. The need for effective planning for long-term sustainability is also highlighted.

1b-1	Strategic Leadership	⇒ progress ⇒					
Our strategic leadership and responsibility for ICT ...		5	4	3	2	1	
involves the headteacher	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	proactively
involves Senior Leadership Team members	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
involves governors	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
involves external stakeholders	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
impacts across the school	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
impacts on	few aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all aspects
Guidelines / Questions							
<ul style="list-style-type: none"> Where does the responsibility for strategic leadership lie and how was this decided? To what extent are the headteacher and senior leadership of the school actively engaged in the strategy for all aspects of ICT? 				<ul style="list-style-type: none"> What is the involvement of the governors? How is the leadership team kept up to date on national policies and new strategies? 			

1b-2	Operational leadership	⇒ progress ⇒					
Operational leadership of our ICT strategy ...		5	4	3	2	1	
is clear and consistent	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
is coordinated	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	effectively
has lines of accountability that are	unclear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	clear
is distributed across the school	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	effectively
impacts across the school	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
Guidelines / Questions							
<ul style="list-style-type: none"> Who has responsibility for operational leadership of ICT? How well is ICT co-ordinated across the whole school? 				<ul style="list-style-type: none"> Are those with this responsibility enabled and supported by strategic leaders? Are individuals clear about their roles and responsibilities and to whom they are accountable? 			

Element 1 - Leadership And Management

1b A strategy to achieve the ICT vision

1b-3	A strategy to achieve the vision	⇒ progress ⇒					
Our ICT strategy ...		5	4	3	2	1	
is clearly defined and planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
is aligned with our vision for ICT	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
sets out priorities	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very clearly
identifies goals, actions and responsibilities	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very clearly
enables innovation	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
sets challenging targets on impact	within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	within and beyond the school
is integrated into school improvement planning	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
Guidelines / Questions							
<ul style="list-style-type: none"> Is there a clearly defined ICT strategy? Does it set out clear priorities for action which drive the more detailed planning? 				<ul style="list-style-type: none"> Does the strategy take account of all of the inter-dependent elements that directly impinge on its success, curriculum planning, staffing, staff development, management and administration rather than just resources? Will the strategy enable the school to achieve its vision? 			

1b-4	Budgetary effectiveness for ICT	⇒ progress ⇒					
Our budgeting for ICT ...		5	4	3	2	1	
is planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
takes account of	hardware and software costs only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	total cost of ownership
links expenditure to improvements	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
Guidelines / Questions							
<ul style="list-style-type: none"> Is there is an ICT budget which is clearly defined and well planned? Is there an awareness of the total cost of ownership, including for example, digital educational content, technical support and maintenance, staff development and replacement costs? How does the school evaluate the quality and value of existing ICT services? 				<ul style="list-style-type: none"> Does the school make links between its expenditure on ICT and improvements in learning, teaching and pupil outcomes? How do the findings of such reviews influence future budgetary provision and planning? 			

Element 1 - Leadership And Management

1b A strategy to achieve the ICT vision

1b-5	Sustainability of ICT provision	⇒ progress ⇒					
The sustainability of our ICT provision...		5	4	3	2	1	
is part of ICT planning	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	integral
is reflected in priorities for long term school planning	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very clearly
includes financial sustainability	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
includes environmental sustainability	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
Guidelines / Questions							
<ul style="list-style-type: none"> Does the ICT strategy take a long-term view of ICT which includes current and future needs and technologies? Does it address the need for continuity and financial sustainability, for example, to maintain and develop resource levels, staff expertise and curriculum provision in the longer term? 				<ul style="list-style-type: none"> Is there a broader view of sustainability, for example when there are changes of personnel including leadership, issues relating to green sustainability? 			

Suggested Evidence (1b-1 to 1b-5):

The school's ICT strategy and other development/improvement plans. Documented priorities for ICT development within whole-school planning. Discussions with leaders at varying levels across the school. Minutes of governors', staff, subject or phase meetings, and ICT working groups. The expressed vision for ICT. Discussions with staff to identify the scope of the strategy and their understanding of the priorities. ICT budget plans and processes. Documentation and/or planning related to sustainability. Staffing and leadership structures, job descriptions and other documentation related to strategic and operational leadership. Professional development policy and records.

Element 1 - Leadership And Management

1c Organisational effectiveness and efficiency

This strand looks at the effectiveness of the use of management information systems, performance data and the use of ICT to improve communications. It also focuses on the secure, safe and legal use of ICT and how ICT is used to improve working practices. In the best practice leadership strategically promotes and supports the use of ICT to improve organisational efficiency across a range of activity.

1c-1	Use of management information systems	⇒ progress ⇒					
Our use of ICT to support management tasks ...		5	4	3	2	1	
has a breadth of use that is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	widespread
uses system(s) that are	separate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully integrated
gives staff access that is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	available to all
allows staff to share resources and data	minimally	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
has an impact on management	Insignificant	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	highly significant
provides access beyond school	unavailable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	available
Guidelines / Questions							
<ul style="list-style-type: none"> To what extent are the school's ICT systems integrated ensuring data is only entered once and is available for different uses and users? How are the schools administration and curriculum networks integrated? How does the school make efficient use of ICT for management, are the ICT systems planned and co-ordinated? 				<ul style="list-style-type: none"> How do ICT systems enable resources and data to be shared by staff? How are ICT systems made easily accessible to appropriate staff when needed? How do ICT systems enable new, smarter ways of working or simply replicate existing manual processes? What is the impact of ICT on the management of the school? Is the use of ICT systems for management kept under review? 			

1c-2	Use of performance data	⇒ progress ⇒					
We use ICT to manage pupils' performance data ...		5	4	3	2	1	
by recording and analysing performance data	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	widespread
for tracking progress and setting targets	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	widespread
by providing whole school access for staff	not in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	used consistently
by providing access and enabling use by pupils and parents/carers	not in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	widely used
By providing relevant access to external agencies	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	whenever appropriate
Guidelines / Questions							
<ul style="list-style-type: none"> How well is ICT used for the recording and analysis pupil performance data? How well are ICT systems used to track progress and set targets? Is there an integrated ICT whole-school approach to this? 				<ul style="list-style-type: none"> Do ICT systems support the tracking of pupils' progress and the setting of individual and whole school targets? Is appropriate data securely available to staff, governors, parents/carers and pupils? 			

Element 1 - Leadership And Management

1c Organisational effectiveness and efficiency

1c-3	Communications		⇒ progress ⇒					
Our use of ICT as part of school communication ...			5	4	3	2	1	
	happens internally	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all the time
	happens externally	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
	is reviewed and updated	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
	includes pupils, governors, parents/carers	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently

Guidelines / Questions

- | | |
|--|---|
| <ul style="list-style-type: none"> • What electronic systems does the school use for internal communication? • How does the school use the electronic systems to improve its communication with different groups, such as pupils, parents/carers, governors, the community and other agencies? • How does the school ensure that these systems meet the needs of the different users? | <ul style="list-style-type: none"> • What advantages do these electronic systems offer over more traditional means of communication? • To what extent do these systems integrate with other electronic management systems used in the school? |
|--|---|

1c-4	Security and safety		⇒ progress ⇒					
Practice to ensure our network users are responsible, safe and secure ...			5	4	3	2	1	
	awareness in the school is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	comprehensive
	comprehensive policies are in place	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
	policies are implemented by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
	practice is monitored to ensure adherence	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
	policies are reviewed and updated	seldom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
	actions are taken to ensure safe usage	in school only	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in and beyond school

Guidelines / Questions

- | | |
|--|---|
| <ul style="list-style-type: none"> • Does the school have policies relating to e-safety for staff, pupils and community? • Does the school policy for health and safety (H&S) take account of ICT issues? • What measures does the school have in place to deal with e-safety and ICT H&S issues that arise? • Identity format - pupil protection. • Passwords - setting, fixing, change process policy. • Permissions - levels of access, internal and external mail. • Staff - incorporated into terms and conditions of employment. • Pupils - age appropriate AUP in conjunction with parents. • Monitoring - sanctions and actions in case of abuse. | <ul style="list-style-type: none"> • Support & Guidance - for parents/carers, pupils with increased traffic within and beyond the school. • What proportion of the staff and governors are aware of their responsibilities relating to e-safety and ICT H&S issues? • Does the school keep a log of issues that arise? • How consistently are the school policies applied when issues arise? • How does the school keep up to date with emerging e-safety and ICT H&S issues? • When were the policies last reviewed and updated? • How has the school involved parents/carers and other partners in its advice on e-safety? |
|--|---|

Element 1 - Leadership And Management

1c Organisational effectiveness and efficiency

1c-5	Data Protection and Freedom of Information	⇒ progress ⇒					
Our Data Protection and Freedom of Information ...		5	4	3	2	1	
arrangements comply with legal requirement	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
policies are	not in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	comprehensive
policies are implemented	inconsistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	consistently
policies are understood by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all staff
arrangements are reviewed	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
Guidelines / Questions							
<ul style="list-style-type: none"> To what extent are staff and governors aware of their responsibilities relating to data protection and Freedom of Information with reference to ICT? What policies does the school have to meet statutory data protection and Freedom of Information requirements for ICT? What practical guidelines does the school issue to staff relating to these issues? 				<ul style="list-style-type: none"> How consistently, or rigorously, do staff apply the school's guidelines in these areas? What staff development and training has taken place to ensure these issues are addressed? 			

Suggested Evidence (1c-1 to 1c-5):

Discussions with a range of staff carrying out different roles. Scrutiny of teachers' planning, assessment records and databases, and school reports. Scrutiny of different forms of electronic communications such as email, website, online communities between home and school and the wider community. Review of any plans and proposals generated by school change teams formed to support and implement internal remodelling and workforce reform measures. Policies on e-safety or acceptable use. Data Protection and Freedom of Information policies and guidance for staff. Electronically held performance data and evidence of the analysis of such data. Logs relating to risk and e-safety, data protection or Freedom of Information. Governors' reports/minutes.

Element 1 - Leadership And Management

1d Monitoring and evaluation

This strand explores firstly how the school monitors and evaluates the effectiveness of the implementation of its ICT strategy across the school and the evidence used to make these evaluations, and secondly, how the strategy impacts on pupil outcomes. Where practice in this area is well –developed, regular monitoring of the implementation of the ICT strategy enables the school to monitor its progress against its targets, to prioritise its planning for future developments and to demonstrate its accountability to other stakeholders. Such schools use a wide range of evidence that enables them to link their evaluations to effects on pupil outcomes.

1d-1	Evaluating the effectiveness of the ICT strategy	⇒ progress ⇒					
Monitoring of the effectiveness of our ICT strategy ...		5	4	3	2	1	
takes place	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
is	unplanned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematic
is based on	minimal evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	extensive evidence
informs future planning	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
Informs future practice	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
is used to demonstrate accountability	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
Guidelines / Questions							
<ul style="list-style-type: none"> What monitoring has the school undertaken to identify the effectiveness of its ICT strategy? Does monitoring take place regularly to inform planning, or as an end in itself? How does the school use the outcomes of monitoring to prioritise its future planning for ICT? 				<ul style="list-style-type: none"> How does the school ensure that monitoring is objective? How are the outcomes of monitoring used to demonstrate accountability to internal and/or external partners? 			

Suggested Evidence (1d-1):

Discussions with staff. Data on the quality of pupils' work using ICT. Data on the quality of learning, including the impact on engagement, motivation and learning skills development of pupils. Outcomes from lesson observations. The level of pupils' ICT capability. Discussions with pupils that demonstrate what they know, understand and can do involving the application of ICT to their learning. Plans that show how monitoring and evaluation for ICT has taken place. Minutes from governors' or other meetings that identify any processes or outcomes for evaluation of ICT impact. Data and any results of data analysis linking ICT and pupil outcomes.