

The self-review framework

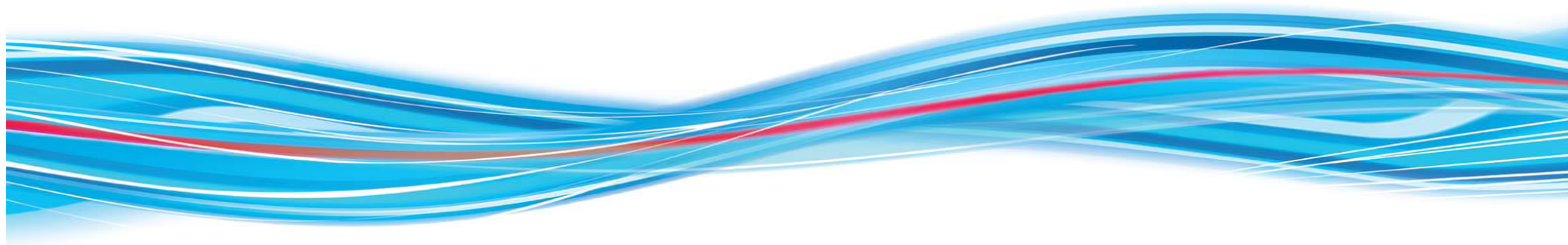
Element 6 (Guidance)

Extending opportunities for learning

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 6. 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 Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence.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 6 to help you decide where you are in your ICT development in the 'Extending opportunities for learning' element.

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



Element 6 - Extending Opportunities for Learning

6a Awareness and understanding

This strand concerns the level of awareness and understanding by all staff, including senior managers, of the opportunities for extending learning with ICT beyond the school. Although not all schools are able to provide a full range of extended opportunities for learning, they are expected in some way to extend their provision beyond the traditional concept of the school, perhaps in partnership with local schools, the community and other organisations. Schools should recognise and celebrate the opportunities for pupils to extend their learning with ICT which are available from sources other than the school. The agenda is a broad one, and goes beyond issues related to ICT. However, ICT is a key element in the successful delivery of extended opportunities for learning which is why it is included in the ICT Self-review framework. All schools should be aware of the issues even if delivery is currently at an early stage of development.

6a-1 Understanding		⇒ progress ⇒					
Our understanding about how ICT can extended learning opportunities for pupils ...		5	4	3	2	1	
is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensive
applies to	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
is an integral part of raising standards for	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
Guidelines / Questions							
<ul style="list-style-type: none"> What proportion of staff in the school understand how ICT can support the wider school aim of extending learning opportunities beyond the school? Do staff understand that extending the reach of the school and improving the range of learning opportunities can be key elements in raising standards? 				<ul style="list-style-type: none"> How well do staff understand that ICT is a significant enabler in this respect? To what extent are staff aware of the principal issues and expectations relating to extending learning opportunities with ICT? 			

6a-2 Pupils and families		⇒ progress ⇒					
Knowledge of our pupils' and their families' access to ICT...		5	4	3	2	1	
is gathered	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
uses surveys or research involving	no pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all pupils
is taken into account when planning work	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
leads us to provide alternative access to ensure equity	seldom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
enables us to recognise and respond to pupil and family ICT learning needs	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pro-actively
Guidelines / Questions							
<ul style="list-style-type: none"> Does the school undertake regular research to provide reliable information on pupil access and use of ICT beyond the school? Does the school understand that effective access to ICT goes beyond answering the simple question "Does the pupil have a computer in their home?" and includes issues relating to the attitude of parents/carers to pupils' work at home, parent/carer involvement in their child's learning, and the provision of suitable facilities for working beyond the school? 				<ul style="list-style-type: none"> How does the school use information about out-of-school access to ICT when planning learning? To what extent do staff understand the equity issues surrounding ICT, including specific issues relevant to their local context? 			

Element 6 - Extending Opportunities for Learning

6a Awareness and understanding

6a-3	The community and partner organisations	⇒ progress ⇒					
Links with our community and partner organisations have...		5	4	3	2	1	
resulted in partnerships which are	inactive	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	strong
explored ways for them to support pupils	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	significantly
resulted in ICT linked activities	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
enabled us to respond to their ICT needs	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
impacted on pupils	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	significantly
Guidelines / Questions							
<ul style="list-style-type: none"> Does the school understand how the community and partner organisations can make a contribution to learning with, and about, ICT? Does the curriculum take into account the contribution the community can make to extending opportunities for learning with ICT? To what extent do staff understand the benefits of working with the community and partner organisations a key resources in providing a range of extended learning opportunities with ICT? 				<ul style="list-style-type: none"> Have partnerships been established to secure benefits for both the school, and the community in relation to ICT? Has the school assessed the community's and partner's ICT needs and where appropriate considered how it might respond to these? 			

Suggested evidence (6a-1 to 6a-3):

The school improvement plan. The school's policy for ICT, particularly as it relates to supporting other whole-school initiatives. The school's policy for extending learning. The school's policy for inclusion. Schools acceptable use policies. Discussions with staff about their understanding of the issues. Discussions with other organisations, community groups, parents/carers and other agencies. The arrangements in place for gathering and using evidence about out-of-school access, including computer access at home. Evidence of understanding of the equity issues by senior managers and staff. Evidence of consultation in the community and of partnerships that have been considered or established. School lettings policy. Evidence of after-school provision and access to ICT resources. Curriculum schemes of work. Governors' meetings minutes. Parent/guidance acceptable use agreements.

Element 6 - Extending Opportunities for Learning

6b Planning and implementation

This strand is concerned with the way in which the school plans and delivers effective use of ICT to support its policy on extending opportunities for learning. It is closely related to the previous strand and is concerned with turning policy and understanding into practice. Note that in this Framework, the title of this element is 'Extending opportunities for learning' – the acid test for success will be whether the school's policies in this area, and its use of ICT as part of the strategy, really has extended opportunities for learning for pupils.

6b-1 Leadership for extending learning		⇒ progress ⇒					
Our leadership of extending learning through ICT...		5	4	3	2	1	
is planned, whole-school with clear accountability	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
is undertaken	sporadically	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	systematically
involves governors	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
involves pupils	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
involves parents and carers	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
Guidelines / Questions							
<ul style="list-style-type: none"> Who has been given the responsibility for promoting and leading the vision on extending learning? How well planned and co-ordinated are the school's actions? Is there a genuine whole-school approach or just actions by committed individuals? 				<ul style="list-style-type: none"> How are governors, pupils and parents/carers involved? How integral to the school's planning for ICT is the concept of extending opportunities for learning? 			

6b-2 Pupils		⇒ progress ⇒					
Our pupils' actual use of ICT for learning beyond the school ...		5	4	3	2	1	
is encouraged and promoted by	no staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
is planned for by	no staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
is valued and celebrated by	no staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
is enabled by equitable access to ICT for all pupils	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
extends their learning	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	significantly
Guidelines / Questions							
<ul style="list-style-type: none"> How effectively do teachers plan opportunities for pupils to use ICT beyond the school to extend their learning? How positively do teachers respond when pupils submit ICT work undertaken outside school? 				<ul style="list-style-type: none"> What arrangements are in place to ensure all pupils can learn with ICT beyond the school? Is work undertaken outside school integrated effectively with school-based work? How does the school respond to new and emerging opportunities for learning with ICT beyond the school? 			

Element 6 - Extending Opportunities for Learning

6b Planning and implementation

6b-3 Families		⇒ progress ⇒					
We engage families in their children's learning with ICT by ...		5	4	3	2	1	
providing a range of ICT learning activities that is	narrow	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	wide
helping parents to support their children	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
communicating with parents electronically	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
providing controlled electronic access to their children	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	extensively
dialogue and advice on and updating parents on e-safety issues	Minimally	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	regularly
Guidelines / Questions							
<ul style="list-style-type: none"> How effective is the school in engaging families in pupils' learning? To what extent are the school's ICT facilities available for use by families? What information is made available to families about learning? Is information about pupils' progress and achievements available to families electronically? 				<ul style="list-style-type: none"> To what extent does the school provide advice for parents/carers on e-safety and security issues? How does the school know whether parental/carer and family engagement in learning is increased through the use of ICT? 			

6b-4 Evaluation		⇒ progress ⇒					
Evaluation of the impact of learning beyond our school...		5	4	3	2	1	
is undertaken	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	often
is undertaken	superficially	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	systematically
focuses on	uptake	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pupil outcomes
informs learning, teaching, and future developments	never	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
Guidelines / Questions							
<ul style="list-style-type: none"> How does the school monitor and evaluate the impact of extended learning with ICT? How effective is the school in understanding how learning has been extended through activities with ICT beyond the school? 				<ul style="list-style-type: none"> How is this information used to inform future planning and developments? 			

Suggested evidence (6b-1 to 6b-4):

School improvement plan. The school's policy for ICT, particularly as it relates to supporting other whole-school initiatives. The school's policy for extending learning and the management arrangements for this. Policies and guidelines within individual subject/curriculum areas which identify how teachers should respond to work undertaken outside school. The school's approach to providing advice for parents/carers on e-safety and security issues. The school's approach to equity issues and the arrangements made to ensure that no pupils are limited by their lack of access to ICT at home. Evidence from families about how learning at home has been enhanced by the school's approach. Evidence of involvement with community groups and other external organisations. Evidence of evaluation processes and their use for planning at whole-school, and subject/departmental levels. Governors' meeting minutes. Discussions with pupils, parents / carers, community groups and partners. Equipment loan schemes/policies.