

## The self-review framework Resources

This printed self-review framework is available to help you get an overview of the Resources element. The descriptors will help you decide where you are in your ICT development and the online tool will allow you to:

- Record your judgements
- Benchmark where you are compared to other schools

The online tool will also

- Provide suggested actions to help you move forward
- Suggest support links to help you




We strongly recommend that you use the online tool rather than this paper version at [www.becta.org.uk/schools/selfreviewframework](http://www.becta.org.uk/schools/selfreviewframework)




## Provision


### 1 of 3 Physical environments

- Level 5** Learning and teaching spaces have not been designed, adapted or reorganised to reflect the contribution of ICT.
- Level 4** Little or no consideration is given to how spaces can be designed, adapted or reorganised to reflect the place of ICT in the curriculum for learning and teaching or meeting different learner needs.
- Level 3**  Some learning and teaching spaces have been designed, adapted or reorganised to reflect the school's vision for ICT.
- Level 2** Most learning and teaching spaces have been designed, adapted or reorganised to reflect the school's vision for ICT and meet most curriculum needs. They support a range of learning and teaching styles.
- Level 1** Innovative approaches to the design, adaptation or organisation of space results in flexible work areas which enable varied approaches to learning and teaching with ICT.

### 2 of 3 Sufficiency, availability and suitability of resources


- Level 5** ICT resources are insufficient in quality, quantity, range, suitability and availability and have no impact on learning or school organisation.
- Level 4** ICT resources are limited in quality, quantity, range, suitability and availability and therefore have a minimal impact on learning, teaching and the organisational needs of the school as a whole.
- Level 3** ICT resources are sufficient in quality, quantity, range, suitability and availability to make a contribution to the current practice in learning, teaching and school organisation.
- Level 2**  ICT resources are sufficient in quality, quantity, range and suitability and are readily available to support learning across the curriculum. These make a significant impact on learning, teaching and school organisation.
- Level 1** There is a wide range of suitable, high-quality ICT resources which are sufficient to meet staff and pupils' needs whenever and wherever learning takes place. This has a significant impact on the culture and ethos of the school.

### 3 of 3 Digital learning resources


- Level 5** The school has a limited range of digital learning resources to support the development of ICT capability or use of ICT in learning and teaching.
- Level 4** Digital learning resources do not match the school's vision for ICT or the varying curriculum or learning needs of pupils.
- Level 3**  The school makes use of a range of appropriate, good quality digital learning resources that make a positive contribution to the current practice in learning and teaching.
- Level 2** The school makes use of a well planned range of appropriate, good quality digital learning resources that make a significant impact on learning and teaching.
- Level 1** The school makes imaginative use of a wide range of appropriate, good quality digital learning resources that significantly changes the learning culture within and beyond the school.

## Access

### 1 of 2 ICT supporting flexible working practices


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

### 2 of 2 Technical support


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

## Management

### 1 of 2 Procurement

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

### 2 of 2 Evaluation of ICT resources

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