

SELF-REVIEW

NEXT
GENERATION
LEARNING

Becta leading
next generation
learning

Resources

Self-review framework



6. Resources

This PDF provides an overview of the resources element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

6a: Provision

6a1: Physical environments

LEVEL 5

Little or no consideration is given to how spaces can be designed, adapted or reorganised to reflect the role of ICT.

LEVEL 4

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 role of ICT.

LEVEL 3

Some spaces have been designed, adapted or reorganised in a coordinated way to provide flexible environments that reflect the school's vision for ICT.

LEVEL 2

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.

LEVEL 1

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.



6a2: Sufficiency, suitability and availability of hardware

LEVEL 5

ICT hardware resources are insufficient in quality, quantity, range, suitability and availability and have minimal impact on learning, teaching or school management.

LEVEL 4

ICT hardware resources are limited in quality, quantity, range, suitability and availability and therefore have little impact on learning, teaching or school management.

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 management. The school is taking steps to provide access to appropriate ICT resources for those without access beyond the school.

LEVEL 2

ICT resources are sufficient in quality, quantity, range, suitability 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.

LEVEL 1

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.



6a3: Internal and online connectivity

LEVEL 5

Internal and online connectivity to curriculum and management resources is poor or non-existent.

LEVEL 4

Internal and online connectivity to curriculum and management resources is limited and unable to meet the needs of many users.

LEVEL 3

Internal and online connectivity provides 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.

LEVEL 2

There is 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.

LEVEL 1

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. This enables innovative practice to develop which has a significant impact on the learning and management culture of the school.



6a4: Digital learning resources

LEVEL 5

The school has an insufficient range of digital learning resources to support the use of ICT in learning and teaching.

LEVEL 4

The school has access to a range of digital learning resources but these do not always meet the needs of the curriculum and pupils.

LEVEL 3

The school has access to a good range of appropriate digital learning resources that make a positive contribution to learning and teaching.

LEVEL 2

The school has access to a well planned range of appropriate, good quality digital learning resources that make a significant impact on learning and teaching.

LEVEL 1

The school has access to a wide range of appropriate, high-quality digital learning resources. Imaginative use of these resources significantly changes the learning culture within and beyond the school.



6a5: Environments for online learning

LEVEL 5

There is no planned provision for the use of environments for online learning other than web access or file storage.

LEVEL 4

Environments for online learning allow pupils access to content in lessons. They are able to access curriculum related resources and engage in activities.

LEVEL 3

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.

LEVEL 2

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.

LEVEL 1

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.



6a6: Management information systems

LEVEL 5

Information management systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.

LEVEL 4

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.

LEVEL 3

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.

LEVEL 2

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.

LEVEL 1

The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. This significantly improves the management of the school.



6b: Management of ICT resources

6b1: Procurement

LEVEL 5

Procurement of ICT resources is impulsive, unplanned and only reactive to available funding. No account is taken of environmental impact and the safe disposal of equipment

LEVEL 4

There is some planning for the procurement of ICT resources, but little account is taken of environmental impact and the safe disposal of equipment.

LEVEL 3

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 equipment.

LEVEL 2

The procurement of ICT resources and services follows best practice guidelines and takes full account of the total cost of ownership and value for money. Consideration is given to environmental impact. There are some processes in place for the safe disposal of equipment.

LEVEL 1

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 equipment.



6b2: Technical support

LEVEL 5

Technical support systems are inadequate for the school's needs.

LEVEL 4

There is limited access to technical support staff and no proactive maintenance to reduce the risk of technical problems.

LEVEL 3

Technical support systems are adequate. There is some proactive management of maintenance. Reported faults are responded to in a timely fashion.

LEVEL 2

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.

LEVEL 1

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.



6b3: Data security and safeguarding

LEVEL 5

The school is not fully aware of the need to safeguard users or secure its data. It does not understand how technical systems can be used to achieve this.

LEVEL 4

The school is aware that it needs to safeguard users and secure its data. It has some technical solutions that address these issues but these are uncoordinated and at an early stage.

LEVEL 3

Technical 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 data is secure both on and off site.

LEVEL 2

Technical solutions ensure that there is safeguarding of the school's ICT systems, without limiting opportunities for learning and teaching. Data is stored securely on and off site and regular reviews ensure that these systems remain effective.

LEVEL 1

Regularly updated technical solutions ensure a safe environment for all users whilst maximising learning and teaching opportunities. There is a high level of data security on all systems with timely and effective disaster recovery.



6b4: Evaluation

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 the quantity of and access to, ICT resources.

LEVEL 3

Monitoring and evaluation of the use of ICT resources take place and inform the development of ICT strategy and future procurement.

LEVEL 2

Regular monitoring and evaluation of the use of ICT resources within and beyond the school are comprehensive and influence ICT strategy and future procurement.

LEVEL 1

There is systematic and widespread monitoring and evaluation of the use of ICT resources. The outcomes underpin the ongoing ICT strategy and procurement and are used to maximise access to learning opportunities.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



<http://selfreview.becta.org.uk>