**Argyll and Bute ICT Self-Evaluation Toolkit for Schools**

**Rationale**‘*The effective and appropriate use of ICT, both in the classroom and beyond, can significantly enhance the learning experience. By embedding ICT in all curricular areas, learners will benefit from greater personalisation and choice, resulting in improved engagement and outcomes.’* (The Edinburgh ICT Self-Evaluation Framework, Jan. 2012)

This toolkit has been designed for schools to use as an audit tool for the delivery of ICT, benchmarking the quality of the school’s use of ICT in a structured way. This will allow schools to engage in professional dialogue to identify action points in order to embed ICT throughout the curriculum. It has been based on the Edinburgh ICT Self-Evaluation Framework, Jan. 2012 and takes into account the Argyll and Bute Learning Technologies Action Plan, 2013.

**Argyll and Bute Learning Technologies - Our Vision**

Argyll and Bute will be a 21st Century learning community whose learners are prepared to excel in a complex, interconnected, changing world.

To this end:

•We will ensure access to appropriate digital tools and resources to meet the needs of all learners.

•We will be adaptable and flexible in response to evolving and emerging technologies.

•We will support our staff in developing the skills they need to help pupils learn in a digital society.

•We will develop understanding of global issues through the use of contemporary communication and collaboration tools.

•We will promote the understanding of safe, legal, and ethical use of digital information and technology.

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| **Toolkit Statements** | **Comments** | **Tick to indicate progress** | | |
| **RED** | **AMBER** | **GREEN** |
| 1. **The Vision** | | | | |
| The school clearly identifies the distinctive contributions of ICT and their potential to enhance all aspects of the school’s work in relation to the Argyll and Bute Learning Technologies ICT Vision. |  |  |  |  |
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| 1. **Safeguarding** | | | | |
| **2a.** E-safety is embedded within the wider school culture. Policies are comprehensive and regularly reviewed in line with developments in technology and practice. There is coordinated and robust implementation of safeguarding policies by all staff, parent councils and pupils within and beyond the school and practice is monitored. |  |  |  |  |
| **2b.** The school engages regularly with parents/carers to promote the e-safety of pupils beyond the school. |  |  |  |  |
| **2c.** All, or nearly all pupils understand the issues and risks involved in the use of ICT. They are aware of the school policy and the need to adopt appropriate and responsible behaviours. |  |  |  |  |
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| 1. **Planning the use of ICT to support learning and teaching** | | | | |
| All curriculum planning identifies key areas where ICT can support learning and teaching. Effective planning by staff reflects a good understanding of how ICT can enhance and extend learning and teaching both within and beyond the school, with reference to the Argyll and Bute Digital Literacies – Key Skills. |  |  |  |  |
| 1. **Evaluating learning and teaching with ICT** | | | | |
| The school systematically monitors and evaluates the quality of learning and teaching with ICT within and beyond the school. This includes its impact on learning processes and a range of pupil outcomes. Evaluation is used to inform future learning and teaching. |  |  |  |  |
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| 1. **Extent of ICT use for learning and teaching** | | | | |
| Staff make regular use of ICT to support learning and teaching across the whole curriculum. |  |  |  |  |
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| 1. **Quality of use of ICT for learning and teaching** | | | | |
| Staff make effective use of the SAMR model to plan and evaluate the use of ICT in order to enhance and extend teaching and learning experiences. |  |  |  |  |
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| 1. **Learning with ICT beyond the school** | | | | |
| Staff actively encourage pupils to use ICT to continue and/or extend their learning beyond school and provide opportunities for them to do so. |  |  |  |  |
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| 1. **Learning skills** | | | | |
| Pupils use ICT in a broad range of curriculum areas, improving their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning. |  |  |  |  |
| 1. **Identifying individual staff skills and needs** | | | | |
| There is a regular, comprehensive and systematic audit of staff skills and needs in relation to ICT competence and the effective use of ICT in learning, teaching and management. |  |  |  |  |
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| 1. **Identifying whole school ICT development needs** | | | | |
| Staff professional development needs are aligned with the school’s priorities and focus clearly on ICT use in all aspects of the school’s work. This ensures the embedding of effective practice. |  |  |  |  |
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| 1. **Meeting school and individual ICT needs** | | | | |
| Staff have access to a wide range of ICT professional development opportunities both within and out of school. These address whole-school needs and also meet the individual needs of staff, taking into account targets related to performance management. |  |  |  |  |
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| 1. **Developing and sharing ICT practices** | | | | |
| Staff engage in the development of new practices with ICT. Outcomes are shared and reviewed widely and are frequently incorporated into the curriculum. The sharing of effective practice routinely occurs across the school and with other schools. |  |  |  |  |
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| 1. **Impact of professional development activities** | | | | |
| The school can clearly demonstrate how ICT professional development has a significant impact for staff and improves all aspects of the school’s work and pupil outcomes. |  |  |  |  |
| 1. **Sufficiency, suitability and availability of hardware** | | | | |
| ICT resources are sufficient in quality, range and 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. |  |  |  |  |
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| 1. **Technical Support** | | | | |
| **15a**. Technical support systems are provided and managed effectively. They are both proactive and reactive. The school minimizes disruption to learning and teaching caused by technical problems. |  |  |  |  |
| **15.b** Staff ensure that school developments in ICT align with authority policy. |  |  |  |  |
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| 1. **Computer Programming** |  | | | |
| Pupils have the opportunity to develop programming and design skills through website, game and graphic design, video editing and the use of software such as Kodu, Scratch, Livecode, Raspberry Pi,. |  |  |  |  |
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| **Overview** | |  |  |  |
| 1. **The Vision** | |  |  |  |
| 1. **Safeguarding 2a** | |  |  |  |
| **Safeguarding 2b** | |  |  |  |
| **Safeguarding 2c** | |  |  |  |
| 1. **Planning the use of ICT to support learning and teaching** | |  |  |  |
| 1. **Evaluating learning and teaching with ICT** | |  |  |  |
| 1. **Extent of ICT use for learning and teaching** | |  |  |  |
| 1. **Quality of use of ICT for learning and teaching** | |  |  |  |
| 1. **Learning with ICT beyond the school** | |  |  |  |
| 1. **Learning skills** | |  |  |  |
| 1. **Identifying individual staff skills and needs** | |  |  |  |
| 1. **Identifying whole school ICT development needs** | |  |  |  |
| 1. **Meeting school and individual ICT needs** | |  |  |  |
| 1. **Developing and sharing ICT practices** | |  |  |  |
| 1. **Impact of professional development activities** | |  |  |  |
| 1. **Sufficiency, suitability and availability of hardware** | |  |  |  |
| 1. **Technical Support 15a** | |  |  |  |
| **Technical Support 15b** | |  |  |  |
| 1. **Computer Programming** | |  |  |  |
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