

Appendix 2: Self-Evaluation Framework for Stirling & Clackmannanshire (DRAFT)

First Draft Notes:

Further sections are planned: e.g. use of pupil data, social networking, learner entitlements etc.

This self-evaluation framework was developed using the NAACE Self-Review Framework (www.naacesrf.com) and modified to look familiar to users of HGIOS 3. It should be used as a useful guide to inform areas for improvement.

Your feedback is sought on ways in which this document can be improved.

School Improvement Planning: Vision, Strategy and Evaluation		
	Level 2 Illustration	Level 5 Illustration
The School Vision for ICT & Learning Technologies	<p>The school's overall vision includes some reference to ICT but is unclear about the school's expectations of ICT for learning and teaching. It has been shared with staff, but is understood and embraced by only some. There is no little or no reference to e-safeguarding in the school vision.</p> <p>The school does not have any systems to review the place of ICT within its overall vision. It has a limited awareness of the ways that current technologies or practices might influence its vision.</p>	<p>The school's overall vision clearly identifies the role of ICT at the heart of learning and recognises the potential to enhance all aspects of the school's work. The vision identifies how ICT supports the school's wider aims and aspirations and is informed, understood and embraced by most staff and pupils. E-safeguarding is clearly detailed within the school vision in relation to keeping all members of the school community safe.</p> <p>The school regularly reviews and revises the place of ICT within its overall vision in the light of developments in technology, effective practices within and beyond the school and the outcomes of school monitoring and evaluation.</p>
School Strategy for ICT & Learning Technologies	<p>The school ICT strategy is poorly defined and focuses mainly on resources. Planning is uncoordinated, lacks clarity and is insufficiently related to the vision. There is no reference to e-safeguarding within the strategy.</p> <p>There is some monitoring of the implementation of the ICT strategy but this is based on minimal evidence and is not yet part of any planned whole-school approach. The school has begun to evaluate the effectiveness of its ICT expenditure but is not yet able to link this to improvements in pupil outcomes and organisational effectiveness.</p>	<p>The ICT strategy sets out clear priorities for realising the vision and includes some elements related to e-safeguarding. ICT planning is well informed and fully integrated into school improvement planning, setting challenging targets across the school.</p> <p>There is regular and detailed monitoring and evaluation of the effectiveness of the strategy, including the impact of ICT expenditure on pupil outcomes and organisational effectiveness. This is based on a wide range of evidence from within and beyond the school and has a strong influence on strategic planning and practice.</p>

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The Curriculum

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<i>Leadership of learning and teaching</i>	There is no coordinated leadership for the use of ICT across the school. Some staff are aware of, and promote the use of ICT for learning and teaching within and beyond the school.	All subject leaders promote an agreed whole-school approach to the use of ICT both within and beyond the school. This is led strategically by the senior leadership team and consistently implemented by staff at all levels.
<i>Evaluating learning and teaching</i>	Ad hoc monitoring and evaluation takes place, but focusses on resources and superficial outcomes rather than impact on learning or teaching. Evaluation has little or no impact upon future learning and teaching.	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.
<i>Review of the curriculum</i>	The school has started to review the curriculum relating to both digital capability and the use of ICT for learning and teaching. However, results do not inform practice or planning in these areas.	There is regular review of planning, practice and pupils' experiences covering both digital capability and the use of ICT for learning and teaching. This influences future planning.

Teaching and Learning

	Level 2 Illustration	Level 5 Illustration
<i>Extent and quality of ICT use for learning and teaching</i>	There are pockets of use of ICT within learning and teaching, but provision is too dependent on individual teachers and/or curriculum areas. ICT is mainly used to replicate traditional teaching approaches, which results in only superficial gains.	Most staff make regular use of ICT to support learning and teaching across the whole curriculum and do so to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods. This leads to significant gains in learning.
<i>Learning beyond the school</i>	Some staff encourage pupils to use ICT beyond the school to support their learning. When pupils do demonstrate their learning with ICT in this way, some staff are unsure how to respond.	Most staff actively encourage pupils to use ICT to continue and/or extend their learning beyond the school and provide opportunities for them to do so.
<i>Ongoing critical evaluation</i>	Some staff critically self-evaluate the use of ICT in their teaching and its impact on pupils' learning. However, there is little evidence of impact on future practice.	Most staff regularly critically self-evaluate the use of ICT in their teaching and its impact on pupils' learning, and routinely share outcomes with colleagues. This has a clear impact on future practice.
<i>Pupils' confidence to use ICT to support their own learning</i>	Some pupils make decisions about when to employ ICT in some subjects but often lack confidence to take their learning forward independently or to transfer their digital capability to new situations. Pupils generally have few expectations about using ICT as a natural part of their learning.	Most pupils have reached high levels of confidence to apply ICT independently and where appropriate. They make informed decisions across the curriculum about when and how to use ICT. They can articulate clear expectations about using ICT to support their learning.
<i>Creativity and learning skills</i>	The use of ICT helps some pupils to develop their creative abilities, search for information, draft their work and pay more attention to detail and presentation. Opportunities to do this are limited and inconsistent.	For most pupils the use of ICT in a broad range of curriculum areas improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.
<i>Contribution of pupils</i>	There are a few examples of where the school acknowledges the skills and knowledge pupils in the use of digital technologies and allows the pupils to contribute.	There are frequent examples of the school acknowledging and valuing the contribution that pupils can make in the development and promotion of the use of digital technologies by their peers and others within and out of school

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Meeting Learners Needs

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<i>Whole school approaches to Digital Literacy and ICT for Learning & Teaching</i>	<p>There is some operational leadership for the development of pupils' digital literacy, including their e-safety education, but this is not set within a whole-school approach supported by the senior leadership.</p> <p>Consequently, some curricular areas identify where ICT can support learning and teaching. Staff are left to decide whether to use these ideas or not. There is a developing awareness of how ICT can be used to improve learning and teaching within the school.</p>	<p>Effective operational leadership for the development of pupils' digital literacy, including their e-safety education is set within a whole-school approach and promoted by the senior leadership. This ensures pupils' digital capability is developed in a progressive and coherent way.</p> <p>All curricular areas identify where ICT can support learning and teaching. Effective planning by most staff reflects a good understanding of how ICT can enhance and extend learning and teaching both within and beyond the school.</p>
<i>Whole school approaches to ICT for Inclusion & Accessibility</i>	<p>The school's policy on inclusion pays little or no attention to the potential of ICT to enable and extend the learning of different groups of pupils. There is a lack of awareness of using ICT to meet accessibility legislation. Examples of ICT helping pupils to gain access to learning are patchy and unplanned.</p>	<p>The school's policy on inclusion requires staff to use ICT appropriately to support the full range of pupils in enabling or widening their access to learning. There is a sound understanding of how ICT can be used to meet accessibility legislation. The specific learning needs of many pupils are met, at least in part, through the use of ICT.</p>
<i>Whole school approaches to ICT for e-safety</i>	<p>Curricular and PSE planning has begun to address the development of pupils' e-safety awareness and the skills needed to make safe and responsible use of ICT. This is not yet implemented throughout the school.</p>	<p>Effective planning across the whole school ensures that pupils have the opportunities to develop an awareness of their digital footprint, e-safeguarding issues and the skills that enable them to make safe and responsible use of ICT. Pupils have the opportunity to contribute to e-safety policy and provision, particularly through peer activities.</p>

Professional Development

	Level 2 Illustration	Level 5 Illustration
<i>Identifying needs</i>	<p>There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.</p>	<p>The school is embedding a culture of review and self-review of staff ICT competence and needs through Professional Update. This incorporates a focus on school improvement through the implementation of emerging technologies and practices. Practitioners evaluate impact on effective learning, teaching and organisational effectiveness.</p>
<i>Meeting school and individual needs</i>	<p>ICT professional development opportunities take only limited account of individual and specific whole-school priorities. Some attempt is made to widen the range of development opportunities. Mentoring or coaching takes place when required.</p>	<p>Staff have access to a wide range of ICT professional development opportunities both within and out of school. The school makes use of external and online support to develop staff expertise. Systematic support through coaching and mentoring is part of planned professional development for ICT.</p>
<i>Developing and sharing practices</i>	<p>Some staff welcome and try new ideas but the outcomes are not generally incorporated into future curriculum planning on a whole-school basis. The sharing of effective practice using ICT is encouraged on an individual level</p>	<p>The school has a culture of planned and evaluated innovation. All staff are encouraged to take calculated risks in the creative use of ICT to make significant improvements to learning, teaching and organisational effectiveness. The school supports practice in other schools either face-to-face or through online collaboration.</p>

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E-Safety

	Level 2 Illustration	Level 5 Illustration
<i>Developing e-safety practices</i>	<p>There is insufficient focus on professional development such that only some staff are aware of the e-safety risks associated with the use of digital technologies and know how to keep themselves safe and are able to provide e-safety guidance for others.</p>	<p>The school has a culture of professional development such that most staff are enthusiastic users of digital technologies both in their teaching and in their personal use. They are aware of the e-safety risks associated with the use of these technologies, know how to keep themselves safe and are able to provide e-safety guidance for others. The school provides opportunities for all staff to increase the understanding of these issues through e-safety training. All staff are aware how to protect their professional identity online and understand the boundaries between personal and professional use.</p>
<i>Effective and safe use of digital resources</i>	<p>Some pupils are aware of the issues and risks involved in the use of ICT. They are aware of the school's policy and the need to adopt appropriate and responsible behaviours. However, few pupils have sufficient knowledge and skills to enable them to make safe use of digital resources.</p> <p>Pupils have no understanding of their obligations in relation to intellectual property rights and assessment of websites for validity.</p>	<p>All, or nearly all, pupils understand the issues and risks involved in the use of ICT. They are aware of school policy and the need to adopt appropriate and responsible behaviours. Most pupils have a good range of knowledge and skills to enable them to make safe and effective use of digital resources both within and beyond the school. Pupils have an understanding of intellectual property rights and content validity although this is not consistently applied across the school.</p>

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