

The self-review framework

Element 6 – Extending opportunities for learning

This printed self-review framework is available to help you get an overview of the Extending opportunities for learning element. Please be aware that the online version will be systematically updated so once printed we cannot guarantee this to be the most recent version.

These descriptors are to help you decide where you are in your ICT development, the online tool also provides further functionality:

- it will benchmark where you are compared with other schools
- it provides suggested actions to help you move forward
- it suggests support links to help you

We strongly recommend you fill in the online tool rather than this paper version at www.becta.org.uk/schools/selfreviewframework





Element 6 – Extending opportunities for learning

6a Awareness and Understanding

6a-1


Understanding




Level 5	Staff have no understanding of how ICT can support the extension of learning opportunities for pupils.
Level 4	Some staff are aware of ways in which ICT can support the extension of learning opportunities but this is not yet part of a whole-school understanding.
Level 3	Many staff understand the importance of ICT in extending learning opportunities and how this might be achieved. 
Level 2	Most staff are committed to extending learning opportunities through the effective use of ICT and see this as a key element in raising standards.
Level 1	All, or nearly all, staff understand the innovative ways that the school seeks to extend learning through ICT as an integral part of its drive to raise standards.

6a-2

Pupils and families




Level 5	The school has no knowledge of pupils' or families' access to, or use of ICT, including the internet, beyond the school.
Level 4	Survey or other research has been undertaken into pupils' and families' ICT access and use beyond the school, but little use is made of this information.
Level 3	Pupils' and families' access to, and use of, ICT are well understood and taken into account when planning for ICT to extend learning. The school understands the equity issues surrounding ICT and how these relate to the school community. 
Level 2	The school keeps pupils' and families' access to ICT under regular review. Pupils' and families' needs are recognised and the school is aware of opportunities to provide alternative access to ICT.
Level 1	Families and pupils are encouraged to be proactive in expressing their ICT learning needs. The school responds to these approaches in creative ways.

Element 6 – Extending opportunities for learning

6a Awareness and Understanding


6a-3

The community

Level 5	The school perceives no reason or benefit in the assessment of the community's ICT needs or of its potential contribution to learning.
Level 4	Some impression of the community's ICT needs and potential contribution to learning is held by the school's leadership. There is an understanding that community access to the school's ICT resources can be a means to gain confidence and engagement with the community.
Level 3	The school understands the benefits of working with the community on ICT issues and, where appropriate, is taking steps to establish partnerships. Assessment of the community's ICT needs has been made and consideration given to how the school might respond. 
Level 2	The school is an active partner in responding to the community's ICT needs. The school's curriculum takes into account the contributions offered by the community to support pupils' learning about and with ICT.
Level 1	The school works systematically, in consultation with other groups, on any community development plan of the ICT needs of the community. It proactively explores ways in which the community can contribute to pupils' learning about and with ICT.

6a-4

Partner organisations


Level 5	The school has made no assessment of possible complementary ICT partnerships with other organisations.
Level 4	The school is aware that there may be some benefit from exploring complementary ICT partnerships with other organisations but has not made progress in establishing these.
Level 3	The school is committed to extending learning through effective ICT partnerships with other organisations. Potential complementary partnerships are being actively explored. 
Level 2	Some complementary ICT partnerships have been investigated and planned. Activities with partners have been identified and implementation is under way.
Level 1	Complementary ICT partnerships have had a significant impact on the school and on pupils' learning. The use of ICT within these partnerships is critically reviewed by all those involved.

Element 6 – Extending opportunities for learning

6b Planning and implementation


6b-1

Leadership for extending learning

Level 5	No one has any responsibility for promoting the extension of learning through ICT.
Level 4	Individuals have taken ad hoc responsibility for some developments to extend opportunities for learning through ICT, but these are unplanned and uncoordinated.
Level 3	Some leaders have taken individual responsibility for developments in this area, and a whole-school approach is beginning to be developed which includes discussion with governors. 
Level 2	There is a well planned whole-school approach to extending opportunities for learning with ICT with clear delegation of responsibility and accountability. Governors are actively involved in these activities.
Level 1	There is a whole-school approach to extending learning through ICT which includes school leaders, teachers at all levels, governors, pupils and parents/carers. This ensures effective coordination across the school. Extending opportunities for learning is integral to school planning for ICT.

6b-2

Pupils


Level 5	There is little encouragement for pupils to use ICT to support their learning beyond the school. When they demonstrate their learning with ICT in this way, staff are unsure how to respond.
Level 4	Some learning opportunities for pupils are planned that allow for the use of ICT beyond the school but curriculum planning in this respect is not systematic. Some staff take account of pupils' work using ICT which is undertaken outside school.
Level 3	The use of ICT to support and extend learning beyond the school is understood and valued by many staff, who actively promote its use. Integration of these activities with pupils' learning in school is mainly effective. 
Level 2	Systematic and equitable arrangements are in place to enable pupils' learning with ICT beyond the school. When planning, most teachers systematically build opportunities for pupils to extend their learning with ICT beyond the school.
Level 1	ICT is used innovatively to enable pupils to learn where and when they want. Wider curriculum experience is enabled through the extended use of ICT. Expectations of pupils' learning with ICT beyond school are high and such learning is recognised, valued and celebrated.

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6b Planning and implementation


6b-3

Families

Level 5	The school has no interest in, or understanding of how the use of ICT can engage parents and families in pupils' learning.
Level 4	The school uses a narrow range of ICT activities to engage families. There is ad hoc access by families to school-based ICT resources, but any such access is left up to individual staff.
Level 3	General information about the curriculum is available electronically to families and there are suggestions about how to support pupils' learning out of school. The school uses a range of ICT approaches to engage parents in communication with the school. 
Level 2	The school uses ICT to promote a range of learning opportunities for pupils which also engages their families in the learning process. Parents have controlled access to some school and pupil data. Systematic information about how families can support pupils' learning at home is made available.
Level 1	Relevant information is made available to families by a variety of methods. ICT is used innovatively to increase and improve parental engagement, give families choices and enable them to communicate with the school. The contribution made by families to extend opportunities for learning is seen as integral to success.

6b-4

The community


Level 5	There is ad hoc appropriate use of the school's ICT resources by the community.
Level 4	The school recognises that planned, appropriate community access to ICT is a means to gain confidence and engagement with the community but little has been done to allow community access to the school's ICT resources.
Level 3	Where possible, the school is taking steps to ensure that ICT-based learning resources are made available, where appropriate, to the community. Activities are in place to ensure that pupils' learning benefits from ICT experience in the community where this has been identified. 
Level 2	The school's ICT-based learning resources are readily available for appropriate use by the community. The school uses ICT to publicise and promote community information and engagement.
Level 1	ICT is valued by the school as a key resource for communication and appropriate engagement with the community. The community is involved in developing and adapting ICT learning resources.

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6b Planning and implementation


6b-5

Partner organisations

Level 5	There is no planning for complementary ICT partnerships that benefit either pupils' learning and experiences, or the partner organisation.
Level 4	The school recognises that it has ICT resources or expertise which could be a valuable asset and aid to partners' involvement with the school. Partners may occasionally call on each other's ICT expertise and resources for their own needs.
Level 3	The school recognises that ICT can be a vehicle for effective partnerships that enhance pupils' ICT experiences or the partner organisation. The school has identified ways in which partner resources may be helpful in meeting each other's needs and/or aspirations. 
Level 2	The school is working with partner organisations on ICT-related activities which enhance pupils' learning experiences and bring identified benefits to both partners.
Level 1	School, partner and other appropriate ICT resources are always taken into account when planning for learning. Complementary partnerships involving ICT bring significant benefit to all partners.

6b-6

Evaluation

Level 5	The school does not evaluate the impact of any learning which takes place beyond the school.
Level 4	Ad hoc and superficial monitoring and evaluation takes place which focuses on access or uptake of opportunity rather than impact on learning.
Level 3	There is some monitoring and evaluation of provision which has extended the opportunities for learning. This explores uptake and quality more than impact on pupil outcomes. 
Level 2	The school systematically monitors and evaluates learning taking place beyond the school and its impact on a range of pupil outcomes. Some feedback is used to help with future planning.
Level 1	The school uses a range of evaluation practices, which include the use of ICT itself, which enables it to link the extension of learning opportunities outside school with pupil outcomes. These evaluations are used to inform curriculum delivery, teaching and learning, and future developments.



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