

The self-review framework

Element 7 – Resources

This printed self-review framework is available to help you get an overview of the Resources 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



7a Provision


7a-1

Physical environments

Level 5	Learning and teaching spaces have not been designed or adapted to reflect the contribution of ICT.	
Level 4	Little or no consideration is given to how teaching and learning spaces can be adapted to reflect the place of ICT in the curriculum, for learning and teaching or meeting different learner needs.	
Level 3	Where possible some learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches with ICT.	
Level 2	Most learning and teaching spaces reflect the school's vision for ICT and meet most curriculum needs. They support a range of learning and teaching styles.	
Level 1	Innovative designs and use of space create flexible work areas which enable alternative approaches to learning and teaching.	


7a-2

Sufficiency of resources

Level 5	ICT resources are limited in quantity, range and availability and do not meet the school's needs.	
Level 4	ICT resources are insufficient and have a limited impact on learning, teaching and the organisational needs of the school as a whole.	
Level 3	There are enough ICT resources to make a contribution to the current practice in learning, teaching and school organisation.	
Level 2	The school is well equipped with a good range of ICT resources and these are sufficient to make a significant impact on learning, teaching and school organisation.	
Level 1	There is a wide range of high-quality ICT resources which significantly changes the learning culture within the school.	

7a-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 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 digital learning resources that make a significant impact on learning and teaching.	
Level 1	The school makes imaginative use of a wide range of digital learning resources that significantly changes the learning culture within the school.	

7b Access


7b-1

ICT supporting flexible working

Level 5	Access to both networked curriculum and administration resources is very limited or non-existent and there is no appropriate connection to the internet.
Level 4	There is some access to networked curriculum resources but access to administration resources is very limited. The school's connection to the internet is inappropriate in terms of bandwidth and/or facilities.
Level 3	Access to curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from outside of 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	Access to curriculum and administration resources is efficient and can be obtained from a number of locations both within and outside 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	Access to curriculum and administration resources is efficient and can be obtained from many locations both within and outside 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 significantly impact on the learning culture of the school.

7b-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 re-active. 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.

Element 7 – Resources

7c Management


7c-1

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.

7c-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 takes place, often as a reaction to issues related to quantity of and access to, resources.
Level 3	Monitoring and evaluation of the quality and suitability of resources takes place and sometimes informs future procurement.
Level 2	Regular monitoring and evaluation of ICT resources are comprehensive and influence future procurement. 
Level 1	The outcomes of systematic and widespread monitoring and evaluation of the ICT resources both within and beyond the school, underpin the ongoing procurement strategy.



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