

Becta Self-review Framework – E-safety Sections

		Level 5	Level 4	Level 3	Level 2	Level 1
Element 1 – Leadership and Management	1c-4 Safeguarding	The school is not fully aware of its responsibilities in ensuring that ICT use by all network users is responsible, safe and secure. There are no relevant policies in place and little, if any, appropriate practice in these areas.	The school is aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. There are some policies in place but they are not comprehensive or recently revised. Appropriate practices are followed by some but are patchy and unco-ordinated.	The school is aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. There are relevant and comprehensive policies in place which are understood and adhered to by many network users.	The school is fully aware of its responsibilities in ensuring that ICT usage by all network users is responsible, safe and secure. Policies are relevant and comprehensive and regularly reviewed in line with developments in technology. Policies are understood by most and practice is monitored to ensure adherence.	The school takes appropriate action to ensure that ICT usage by all network users both within and beyond the school is responsible, safe and secure. Policies are relevant and comprehensive and regularly reviewed in line with developments in technology and practice. Policies are understood by all and practice is monitored to ensure adherence.
	1c-5 Data Protection and Freedom of Information	The school is not fully aware of its responsibilities with respect to meeting the legal requirements for Data Protection and Freedom of Information. Few procedures are in place to ensure compliance with the regulations.	The school is aware that it has responsibilities relating to meeting the legal requirements for Data Protection and Freedom of Information, but appropriate measures are taken by some staff only and few are fully aware of their responsibilities.	The school has policies for Data Protection and Freedom of Information and these are understood by most staff. However, there is inconsistency of practice.	The school has published clear guidelines for staff relating to their responsibilities in relation to Data Protection and Freedom of Information. All, or nearly all, staff are aware of their responsibilities and apply appropriate measures rigorously when dealing with data.	The school regularly reviews and updates its processes relating to Data Protection and Freedom of Information. It takes appropriate action to ensure full compliance with the legal requirements. Parents/carers and others seeking information from the school are advised of the legal context in which the school works.
Element 2 -Curriculum	2a-3 The planned use of ICT to Support Learning and Teaching	Curriculum planning does not identify opportunities to use ICT to support learning and teaching and there is no e-safety education for pupils. Any use is left up to individual teachers.	Some curriculum plans or schemes of work identify where ICT can support learning and teaching and there is limited e-safety education for pupils. Staff are left to decide whether to use these ideas or not.	Most curriculum plans or schemes of work identify where ICT can support learning and teaching and include some e-safety education for pupils. These plans are followed by most staff.	All curriculum planning identifies key areas where ICT can support learning and teaching and includes effective e-safety education for pupils. All, or nearly all, staff use these plans for all subjects of the curriculum.	Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching and in ensuring effective e-safety education for pupils. Planning is used by all, or nearly all, staff, and opportunities are encouraged for extending and adding new ideas as technology and/or practice develop.

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Element 3 - Teaching	3b-2 Effective and safe use of digital resources	Few pupils have skills or awareness that enable them to locate, access and make effective use of digital resources. They are unaware of the issues relating to safe and responsible use of ICT.	Some pupils have skills and awareness that enable them to access, and make some use of, digital resources. They are aware of the issues relating to safe and responsible use of ICT.	Many pupils are able to access and use digital resources but are not always aware of how to use these resources effectively to support their learning. They are aware of the issues relating to safe and responsible use of ICT and adopt some appropriate practices.	Most pupils have a good range of skills that enable them to access and make effective use of digital resources to support their learning. They understand the issues relating to safe and responsible use of ICT and adopt appropriate practices.	All, or nearly all, pupils have the full range of skills and understanding that ensure effective and appropriate use of a wide range of digital resources. They understand the issues relating to safe and responsible use of ICT and adhere to appropriate practices both within and beyond the school.
Element 6 – Extending Opportunities for Learning	6a-2 Pupils and Families	The school has no knowledge of pupils' or families' access to, or use of ICT, including the internet, beyond the school.	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.	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 their school community.	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.	Families and pupils are encouraged to be proactive in expressing their ICT learning needs. The school responds to these approaches in creative ways.
	6b-3 Families	The school has no interest in, or understanding of how the use of ICT can engage parents/carers and families in pupils' learning. There is no advice available for parents/carers on e-safety and security issues.	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. Advice for parents/carers on e-safety and security issues is unco-ordinated.	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/carers in communication with the school. Advice is routinely provided for parents/carers on e-safety and security issues.	The school uses ICT to promote a range of learning opportunities for pupils which also engages their families in the learning process. Systematic information about how families can support pupils' learning at home is made available. A strategy and effective procedures are in place which ensure that relevant and up-to-date advice is available for parents/carers on e-safety and security issues.	ICT is routinely used to increase and improve parents' or carers' engagement in their children's learning and enable communication with the school. Parents/carers have controlled electronic access to relevant school information and pupil data. There is effective dialogue between the school, pupils, parents/carers which identifies and responds to current and emerging e-safety and security issues.

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Element 7 - Resources	7b-1 Practices ICT Supporting Flexible Working	Networked access to curriculum and administration resources is very limited or non-existent and there is no appropriate connection to the Internet.	There is some networked access to curriculum resources and administration. The school's connection to the Internet is inappropriate in terms of bandwidth and/or facilities.	Networked access to curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from beyond 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.	Networked access to curriculum and administration resources is efficient and can be obtained from a number of locations both within and beyond 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.	Networked access to curriculum and administration resources is efficient and can be obtained from many locations both within and beyond 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 significant impact on the learning culture of the school.
	7c-2 Evaluation of ICT Resources	There is no planned evaluation of the sufficiency and use of the school's ICT resources.	Some ad hoc monitoring and evaluation takes place, often as a reaction to issues related to quantity of and access to, resources.	Monitoring and evaluation of the quality, quantity, range, suitability, availability and use of resources take place and sometimes inform future procurement.	Regular monitoring and evaluation of quality, quantity, range, suitability, availability and use of ICT resources are comprehensive and influence future procurement.	The outcomes of systematic and widespread monitoring and evaluation of the quality, quantity, range, suitability, availability and use of ICT resources both within and beyond the school, underpin the ongoing procurement strategy.
Element 8 – Impact on Pupil Outcomes	8c-2 Engagement in Learning	Pupils do not engage or collaborate sensibly with others when using ICT. Some distract other users. Pupils show little respect for others' work, feelings, values and beliefs.	Pupils are beginning to engage or collaborate sensibly with others when using ICT. Some show respect for others' work, feelings, values and beliefs.	When using ICT, pupils mostly engage or collaborate effectively with others, but some may lose interest when they encounter a problem. They show respect for others' work, feelings, values and beliefs.	When using ICT, pupils engage or collaborate and generally sustain attention. Most show sensitivity and respect for others' work, feelings, values and beliefs.	When using ICT, pupils engage or collaborate effectively, sustain attention and show tenacity. They show sensitivity and respect for others' work, feelings, values and beliefs.