

School SEF Linked ICT Plan – Draft 2

This template gives examples of the types of evidence that could support judgements and examples of possible objectives/actions in each of the key areas. It should be incorporated into a school improvement plan and should link to the areas of activity mentioned in the SEF. It is set out in the same format as the School Centre pilot to facilitate and promote use of this.

Achievement and Standards

Areas of Activity

- Tracking in ICT
- Actions relating to achievement
- Assessment of ICT
- Portfolio

Sources of Evidence

- Work book scrutiny or sampling - monitoring of pupils' work
- Lesson observations
- Portfolio and moderated work
- Pupil, group, class and school targets
- Comparison against national curriculum expectations
- Assessment data/teacher assessment for groups of pupils or individuals
- Evaluation of year-on-year data
- Reports to governors and minutes of governor meetings
- School improvement plan
- Curriculum map
- Observations and assessments for foundation stage pupils

Key Questions

What are standards like in your subject eg in Y1, Y3, Y5? How do you know?

How do you use assessment information/ statistics?

How well do all groups of children progress?

Are there any gender differences? Able and talented? SEN?

What are standards like in foundation stage?

Objective	Action	Success Criteria	Led by	Monitoring	Status	Due date	Priority	Evidence
Monitor attainment in ICT	Develop a moderated portfolio of ICT work	Portfolio evidence indicates that pupils are performing at or above national expectations						Portfolio extracts

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Personal Development and Well-being

Areas of Activity

- Safe practices in ICT
- Pupil attitudes to ICT
- Links to PSE in foundation stage

Sources of Evidence

- Surveys of pupils' views of school
- Lesson observation comments relating to behaviour and response in lessons
- Portal survey results
- Pupil attitude survey
- Acceptable use policy for ICT
- Summary of teaching programme for safe use of ICT

Key Questions

Are staff aware of the AU policy?

Do they know what to do if there is a problem?

What guidance is in place for safe use of interactive whiteboard and data projectors and how do staff and pupils know about this?

Objective	Action	Success Criteria	Led by	Monitoring	Status	Due date	Priority	Evidence
Demonstrate how pupils are taught to safely use the internet	Re-evaluate teaching programme to ensure safe practices are a focus in each year group	Pupil work sampling shows pupils understand how to use the internet safely						Work samples
Ensure school policies reflect the need for safe working practices in ICT	Review the acceptable use of ICT policy to include safe use of internet, e-mail, projectors, network, measures taken to protect pupils	Policy outlines safe practices and procedures, work sampling shows policy is being implemented						ICT policy
Demonstrate how ICT contributes to positive attitudes and self-image for all pupils, and especially those vulnerable to disaffection and/or underachievement	Review place of ICT in personalised learning	Policy and practice reflects imaginative use of ICT						

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Teaching and Learning

Areas of Activity

- Subject knowledge of staff
- Staff training plan

Sources of Evidence

- Work scrutiny
- Planning
- Lesson observation evidence
- Staff skills audit

Key Questions

What is the quality of teaching like in your subject? How do you know?

If good, how do you know, if satisfactory, why is it satisfactory and what are you doing to improve it?

What is the quality of planning like in your subject in each year group?

What is the quality of learning? How do you know? What do children think about the subject?

Are individual learning styles provided for?

How is differentiation in the teaching of your subject addressed?

To what extent do teachers use ICT to support and enrich their own work in researching information and designing learning?

Objective	Action	Success Criteria	Led by	Monitoring	Status	Due date	Priority	Evidence
Ensure the scheme of work is being delivered	Monitor teacher planning relating to ICT	Work sampling and portfolio evidence indicates that pupils are fully covering the scheme of work						Work sampling Teacher planning
Staff receive ICT training focused towards their needs	Plan training linked to a subject knowledge skills audit in ICT	Lesson observation evidence demonstrates that teaching in the area of focus is good						Lesson observation evidence Training plan Skills audits

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Quality of Provision

Areas of Activity

- Strategy developments
- QCA schemes and other schemes of work
- Curriculum map and cross-curricular links
- Quality and range of resources, accommodation, level of financing
- Enrichment opportunities
- External support

Sources of Evidence

- Curriculum map
- Scheme of work

Key Questions

What is the quality of your scheme of work, how have you extended/enriched it?
 How have you made it relevant for children in your school in the context of your identified characteristics?
 How is ICT used to support and enhance learning through play in the foundation stage?

Objective	Action	Success Criteria	Led by	Monitoring	Status	Due date	Priority	Evidence
ICT is used to support all subject areas	Create/review a curriculum map showing where ICT is taught including cross-curricular links	Curriculum map and planning show that ICT is being used to support all subjects across all years						Curriculum map Teacher planning

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Leadership and Management

These actions are split into those that are the responsibility of subject leaders and those that are the responsibility of senior managers.

Areas of Activity

- Subject leader job description
- Other roles and responsibilities
- Training and External support –
- Involvement with and impact of networks e.g. Best Practice, Interactive Whiteboard network, learning network, portal community
- Impact of work on learning and teaching

Sources of Evidence

- Job description
- Subject policy and guidelines
- ICT development plan linked to School Improvement Plan
- Key priorities for development based on evaluation of plans
- CPD plan and records
- Monitoring – learning observations/ scrutiny of work and planning
- Resources – inventory, software audit
- Minutes of meetings/Inset
- ICT planning group minutes
- Reports to governors/ Governor links
- Performance management evidence

Key Questions

What is the cycle of management actions for your subject?

What processes for accountability to other managers are in place for your subject?

Are you clear about your role as subject leader

What are the barriers in relation to your role as subject leader?

What evidence is there that you have provided leadership to others in your role as subject leader?

Have you got a clear plan of how you see ICT needs to develop across the school over the next three years? Is this planned shared and agreed by all senior managers?

Are you clear about the contributions of the roles of others in the management of your subject?

Where is the evidence of clear leadership?

Does your action plan reflect identified weaknesses?

How do you lead the staff so that by the end of reception attainment is in line with national expectations? What about other year groups?

How is ICT used professionally to support leadership and management?

Objective	Action	Success Criteria	Led by	Monitoring	Status	Due date	Priority	Evidence
All members of staff understand their own role in relation to ICT	Review the ICT policy ensuring roles and responsibilities are clearly stated	Subject leaders files show that subject leaders are developing ICT within their subjects						

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Overall Effectiveness of the Subject

Most of these aspects are the responsibility of senior managers.

Areas of Activity

- Progress against last Ofsted
- Quality mark
- Progress shown through self-evaluation

Sources of Evidence

- Progress reports to governors
- Ofsted report

Key Questions

- What is the impact of ICT on developing the curriculum?
- How is ICT contributing to pupils' learning in other subjects?

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