The first edition of this Essential Guide was written in 2016 to match the Self Review Framework (SRF) criteria at that time. This second edition has been updated to match the new SRF criteria launched in September 2018. The term education technology has been used throughout as it encompasses IT, ICT and Computing and also matches the new SRF.

Summary

The Naace Self Review Framework is a powerful online tool for school improvement through the use of education technology. It has been recognized by education technology leaders over the past ten years that the benchmarking process offered through Naace's online Self-Review Framework is the most effective way of determining where their school is in terms of education technology development and, more importantly, how best to plan the next steps in that development. What is less evident are the ways in which head teachers and senior management personnel in ICT Mark award schools have found ways in which the SRF provides a valuable educational tool to enable them to oversee the process and to support their school's education technology team.

Introduction

Gatehouse Partnership carried out over 300 successful ICT Mark assessments and moderations between 2006 - 2012: each assessment visit included an introductory meeting with the head teacher (or senior management representative) and concluded with a feedback session (usually to the same personnel). It is evident that senior management value highly both the process and the 'next steps' from the eventual ICT Mark report.

This eGuide sets out to highlight the particular ways in which the online SRF benchmarking criteria can enable strategic leaders in all types of school to maximize the benefits of using education technology to support teaching and enhance learning and incorporates many evidence statements from a variety of schools. The ICT Mark is being rebranded as the Naace Mark award from April 2019. However, reference to 'ICT Mark schools' is used in this document as that was the name of the award when it was achieved by the schools quoted throughout.

Key concepts

The SRF is divided into six mutually supportive elements:

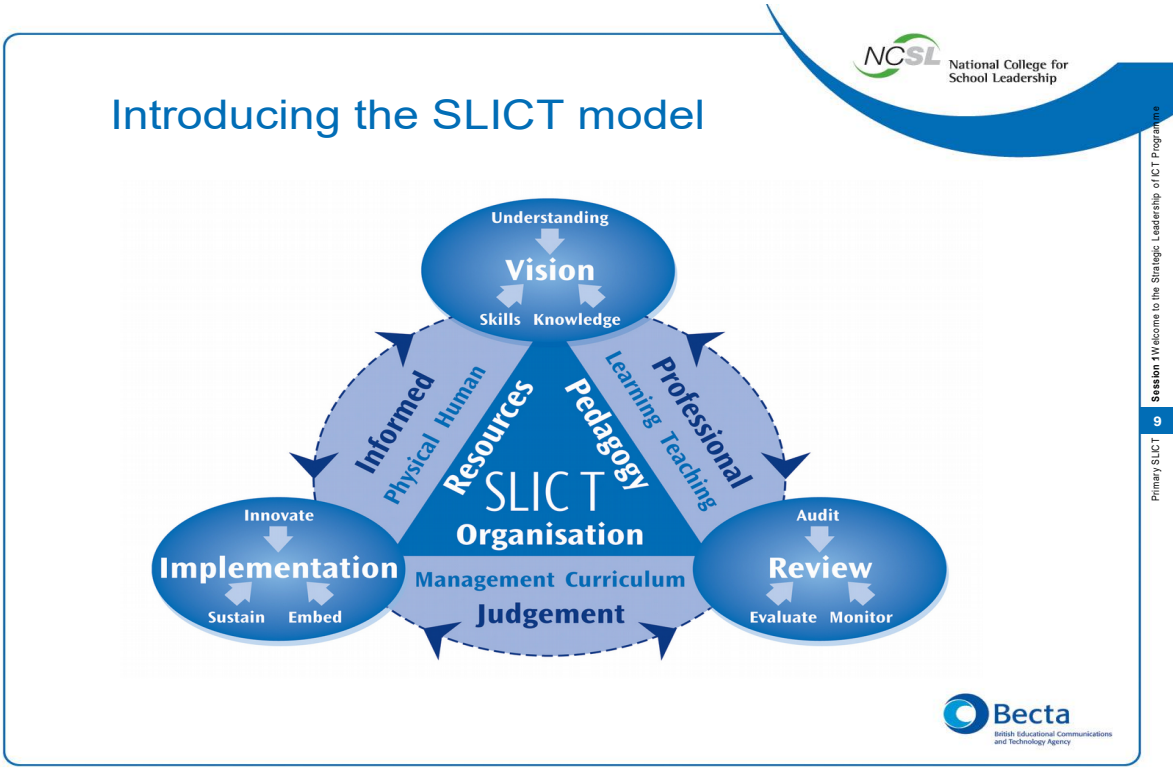
1. Leadership and management
2. Teaching and learning with technology
3. Assessment of digital capability
4. Digital safeguarding
5. Professional development
6. Resources and technology

It is the first of these elements that this guide addresses although there will be consistent reference to the other five. The leadership and management element covers three areas:

1a. The school's overall vision
1b. Implementation and monitoring
1c. Information management, data and communication.

A school has to satisfy level 2 (of 4) in every aspect to achieve the Naace Mark award: quotes (in italics) throughout this document, taken from various schools' SRF evidence entries, are from level 2 statements.

The Strategic Leadership in ICT (SLICT) model (reproduced below) is as appropriate today as it was over a decade ago, defining a cyclical process for creating a vision, monitoring its development, implementing it and then modifying and updating it on a regular basis.



SLICT was a three-day conference aimed solely at head teachers between 2002–2007 and was probably the most effective professional development process. The above model provides a layered approach and it proved so useful that, just as with the current SRF benchmarking statements, some schools removed the ICT reference and replaced it with other subject areas, Mathematics in particular.

Key Outcomes and methodologies

As mentioned above, the leadership and management element of the SRF is sub-divided into three areas. Accompanying each outcome are quotes from the SRF evidence supplied by successful ICT Mark schools (type of school in brackets) to satisfy the relevant criteria: it is this evidence that an assessor uses to determine whether or not the school can achieve the award.

1a. The school's overall vision (role of technology)

The vision aspects include the following statements:

- **(1a-1) The school's overall educational vision contains aims which clearly identify the distinctive contribution of technology to all aspects of the school's work**
- **(1a-1) SLT, staff, governors and pupils have contributed to the vision and it is embraced by most staff, governors and pupils**
- **(1a-2) The SLT lead and staff, governors and pupils regularly review, report on and revise the role of technology within the overall educational vision.**

"*School vision initially created by head teacher, ICT subject leader, governor and Network Manager. Vision then discussed and agreed with wider staff. Vision reflected in action plan. Parent and pupil questionnaires completed*." (Rural primary academy, third renewal)

"*Principal has a very clear vision that is shared with the Leadership team and all staff, this is revisited as appropriate, highlighted in the school's self-evaluation and incorporated in the annual development plan*." (Welsh 3-19 independent school, second renewal)

"*The Education technology vision for the school is embodied in our school logo which is about being happy, thinking and working together, discovering and achieving in a creative learning environment. Within the school vision, every child flourishes and all forms of computing, whether tried and tested or innovative practices, all support the vision which, by its very nature is purposeful in direction but flexible and cutting edge to embrace new opportunities*." (City infant school, third renewal)

"*The school has a vision that has been agreed by the ICT Steering Group including senior Management and all staff involved in ICT throughout the school. The ICT Coordinator has attended a strategic leadership conference that has enabled her to put into practice all issues of ICT, throughout this highly specialised educational outlet*." (Special boarding school, first assessment)

These statements are typical of the evidence provided by ICT Mark schools and exemplify the absolute need for all stakeholders to be involved in agreeing the school's vision for education technology. The vision itself must be aligned closely to the school's overall mission statement (or similar) for it to be effective.

The involvement of governors (where relevant) and pupils (through school councils in particular) is essential and, when agreed, the final vision statement must not only be displayed around the school wherever education technology takes place but also put on the school web site for parents and carers to read.

The vision statement needs to be revisited on a regular basis and this is usually achieved through the auspices of the school's education technology action or development plan:

"*The ICT Subject Leader regularly reports to governors about the strategic plan for ICT to Support learning and teaching. In addition, the ICT Subject Leader meets with the ICT governor to discuss current ICT practice and future developments*." (Town junior school, second renewal)

"*Our school vision was recently reviewed and was developed with teaching staff, governors and pupils. It is consistent with our school's overall vision which highlights our mission to be constantly moving forward. Our whole school aim is for full inclusion for all pupils and our vision shows the desire to achieve this by embracing ICT*." (Rural primary school, third renewal)

"*The vision of ICT is consistently reviewed by the ICT Coordinator, and evaluated by SMT. The input of new technology is researched by the ICT technician and ICT Coordinator e.g. new ideas from regular ICT coordinators meetings, BETT shows, training sessions, conferences etc. ICT coordinator also completes a Subject Leader report and ICT Action plan which are monitored and evaluated termly*." (Town primary academy, first renewal)

The arrival of the computing curriculum five years ago required many schools to revisit their vision for education technology. Good schools are rising to the challenge of teaching computer science well whilst at the same time maintaining the substantial benefit of using the ICT curriculum to support teaching and enhance learning: this forms the basis of the teaching and learning element of the SRF against which schools will be judged for Naace Mark accreditation.

1b. Implementation and monitoring

Once the school has an agreed vision then it needs to implement that vision: the criteria for this can be found in the SRF aspects 1b1 – 1b9 which includes the following:

- **(1b-1) Proactive strategic leadership indentifies, empowers and supports individuals to lead aspects of technology This approach results in significant impact on many aspects of the school's work**
- **(1b-2) The digital strategy sets out clear priorities for realising the vision.**
- **(1b-4) School safeguarding policies, user/home agreements and planning support the principles and values of digital citizenship and digital society to ensure that pupils and other members of the school community progressively develop age-appropriate safe and responsible behaviours within and beyond school**
- **(1b-5) The school understands the long term full cost implications of its digital strategy both in terms of purchasing new technologies and associated effective professional development.**
- **(1b-6) There is regular and detailed monitoring and evaluation of the effectiveness of the strategy**

In many cases, schools use criteria from the SRF to influence their action plans: certainly, as assessors, we are often involved in helping schools to match their strategy to SRF requirements, whether this leads to the eventual assessment process or not.

When schools have a nationally accepted benchmarking tool available to senior leadership, it makes sense to use it. Gatehouse Partnership ran several 'Strategic leadership in education technology conferences' for heads and education technology coordinators between 2010 – 2014: the basis for all group discussions were statements from the SRF: many of the attending

schools subsequently went on to gain ICT Mark accreditation and all found the process both illuminating and supportive.

Most of the nine aspects of the strategic leadership sub element are dealt with below, accompanied by quotes from SRF evidence and additional comments.

- **Proactive strategic leadership indentifies, empowers and supports individuals to lead aspects of technology This approach results in significant impact on many aspects of the school's work**

"Our management and leadership of ICT has evolved as we have grown. The key leaders are still in post from our last review, though the linked governor has changed. The new governor is better able to assist with leadership and review of policies." (Rural primary school, third renewal)

"The current ICT team comprises representatives from both key stages, a member of the SLT and the Education technology leader. Meetings are organised dependent on need. ICT processes are disseminated across the school and all staff know that they are kept fully informed of developments." (Town primary school, second renewal)

"The Head of School, Principal and Deputy Head, along with the schools technical support share responsibility and this is also shared across the school team." (Special boarding school, first assessment)

"ICT development manager meets regularly with Deputy Head of Junior school and Assistant Head of T&L. HOFs are informed and contribute to vision at TLSG meeting. There are trailblazer groups working on the learning platform. School council have input into the vision." (City 3-19 independent school, first renewal)

"The developments in ICT over the past 18 months have closely involved the SLT, ICT coordinator, Business Manager and the ICT Working Party. A key factor has been the close working relationship between the head teacher, the systems manager (who has had the lead operational role in developments) and the subject leader for ICT." (City secondary school, first renewal)

"ICT team comprises of Subject Manager and Tech. who are a teacher and LSA respectively. ICT team regularly meet at ICT strategy meetings with governors, senior leadership and admin team." (Town infant school, first assessment)

From all of the above statements, it is axiomatic that every school should have an education technology team to ensure sustainability, whether a large secondary or a small primary establishment. We advise all of our schools not only to have a clearly designated education technology team but to hold regular meetings (half-termly generally) with a proper agenda and minutes of the meeting which can then be posted on the school network for all staff to read. The deliberations and decisions of the education technology team feed automatically into the governing body's meeting and carry more weight as they represent a wider section of the school than just the education technology leader.

- **The digital strategy sets out clear priorities for realising the vision.**

"The annual Development Plan for ICT forms part of the School Development Plan. The ICT

Coordinator also completes a Subject Self Evaluation annually and this process allows us to see our strengths and areas for development within the subject." (Town infant school, second renewal)

"The ICT strategy plan was recently updated following consultation with an educational advisor. This has now been presented to the governing body where it was very favourably received and will tie in with the 5 year HSS hardware development plan." (Town junior school, second renewal)

"ICT is plumbed into the school curriculum and is a key component of each ILU (integrated learning unit) thus creating an 'anywhere' ICT attitude. There is a relentless focus on ensuring that it remains at the heart of all that we do and is accomplished." (Town primary academy school, second renewal)

"An ICT action plan and budget is drawn up annually to review the previous academic year and to identify forthcoming priorities and its budgetary requirements." (City special school, first renewal)

"The ICT action plan is divided into various areas. The budget plan spans 3 years and is developed with ICT Subject Leader, Technicians, Business Manager and Server Support. The VLE action plan spans the next academic year to increase the use of the VLE. The overall action plan spans the current year and is updated in relation to the business plan." (Town academy primary school, first renewal)

The quality of any effective education technology action plan that a school develops is dependent on three critical points. Firstly, the plan must not only follow the vision for education technology but also be aligned to the whole school development plan: education technology is less a subject in its own right, more an essential vehicle for supporting learning across all areas of the curriculum as well as its own. This can include discrete education technology lessons as appropriate although most schools (primary and special in particular) are no longer renewing their education technology suites but focusing on mobile technology to embed the use of education technology where most learning occurs, namely the classroom.

Secondly, the plan must take into account the current status before addressing future needs: the 'next steps' section of the final Naace Mark report will be judged rightly by schools to be the most important section of the report and one that helps them revisit their education technology action plan with the backing of external advice and support.

Thirdly, any proactive action plan will not only set out aims, budgets and timescales but also responsibilities: the latter is all too often left in the remit of one (or at most two) people: having a wider-ranging education technology team will ensure that responsibilities are shared between a group of named individuals thus ensuring sustainability and, more probably, effective attainment of the aims.

- **School safeguarding policies, user/home agreements and planning support the principles and values of digital citizenship and digital society to ensure that pupils and other members of the school community progressively develop age-appropriate safe and responsible behaviours within and beyond school**

The updated SRF has recognised the importance of e-safeguarding by assigning a separate element (4) wherein most of the e-safety aspects scattered throughout the original SRF are gathered in one place. However, there are still references within other elements to remind different stakeholders of the importance of this area particularly following the advent of GDPR.

"There is a very clear security and safety statement within our ICT school policy. The school 'Policy for the use of the Internet' sets out clear and specific guidance for staff and parents and is available on our Learning Platform." (Town infant school, second renewal)

"E-safety policy – clear guidelines, developed with a range of stakeholders and communicated to all staff, parents, governors, visitors and children. All visitors, staff and children complete an AUP. 360 SAFE SRF used to monitor developments and improvements in school's e-safety culture. Completed with a range of staff and governors." (City primary school, first assessment)

"Our acceptable use policies for staff and pupils ensures that network use is safe and secure. The policies are implemented by all staff- they have signed an agreement. We have planned in times for monitoring usage in line with technological developments. Staff meetings have been used to discuss security of data and to review these policies." (Rural primary school, second renewal)

"The school developed a training package around e-safeguarding/e-safety and this has been delivered to all staff. All staff are aware of their responsibilities with regards to e-safeguarding and how these pertain to the SEN client group at the school, particularly in terms of impact with the residential provision and student contact with family/ use of Facebook etc." (Special boarding school, first assessment)

"Guidance for parents on Firefly. Pupil/parent contracts for safe use of the internet at home." (3-19 independent school, first renewal)

"Online safety policy is in place and available to parents through the school website. It is reviewed annually. Additional online safety information for parents is also on the website. At least annually (Autumn Term) there are Online safety evenings for parents which included teachers, Governors and children. These evenings are to update parents on online safety expectations and the parents are also surveyed to ensure their needs are addressed in these meetings too. All teachers review resources e.g. websites, YouTube and other teaching input before it is shared with the children. Online lessons are discreetly taught in Computing and weaved into PSHE lessons and across the curriculum as is deemed necessary. (Rural primary school, first assessment)

"E-safety is on the school curriculum for Computer Science and PSE. The Director of Digital Strategy meets with the leader of the PSE to ensure that it is balanced and not repetitive. PSE resources are taken from Nearpod. There is an Internet Safer Day to coincide with the national event, where girls take the lead with assemblies and workshops e.g. social media MOT. The Director of Digital Strategy is working with social media experts from the local University to develop parental seminar on e-safety. Staff are made aware of issues in briefings, email and training. Key staff have had CEOP training and The Director of Digital Strategy is a CEOP ambassador. (City 3-19 independent school, second renewal)

The increasing use of social media poses particular challenges for schools and there is an absolute requirement for staff particularly to understand their responsibilities when it comes to their own accounts on social networking platforms.

An ICT Mark assessment visit (except certain special schools) includes an interview with children from the school and this should include posing questions about safeguarding issues, especially in the home where there is often a lack of understanding about e-safety issues in this age of mobile devices and children accessing the internet in the privacy of their own bedrooms. Most schools arrange e-safety evenings (or afternoons in the case of many primary schools) for parents, booking an external speaker who can set out the dangers more effectively.

- **The school understands the long term full cost implications of its digital strategy both in terms of purchasing new technologies and associated effective professional development**

"Expenditure linked to action plan. Spending reflects areas of most need. Grants and external funding actively sought to boost existing budget. Network Manager monitors consumable resources and attrition of existing equipment." (Rural primary academy, second renewal)

"ICT expenditure is reviewed annually and whole-school impact is the main determining factor in this. For the past year all ICT expenditure has been centralised and under the control of the head teacher, ICT Coordinator and Systems Manager, but working in close contact with departments and with developments based on reasoned cases regarding impact." (City secondary school, first renewal)

"The school ICT leader puts in bids set against the ICT budget plan. The head teacher, Business Manager and the Governing Body determine the priorities taking into account financial implications and best practice and allocation of resources. Funding and support Staff are very aware of the need to plan for sustainability for routine replacement of equipment/resources." (Junior academy school, first renewal)

"ICT budget sits outside of standard school curriculum budget and is determined by SIP and long term strategy for developing ICT. Provision for renewal of ICT equipment is being built into current budgets as all equipment new on move to site in 2012." (City primary school, first assessment)

After staffing, education technology is one of the highest expenditure areas for any school, not least for the continual need to update and maintain existing equipment and reflect latest technological developments. As all of the above evidence states, senior management involvement is essential in reaching a viable balance between expectation and budget responsibility. A few technical providers offer advice to schools in action planning for a rolling programme of purchase and replacement of equipment as part of their contractual agreement and, where this happens, it can save the school a lot of money.

Similarly many LAs and MATs offer bulk purchasing deals on hardware (and software licenses too) to their schools. Some schools are always on the look-out for good deals, particularly within their locality, and shows such as BETT provide the ideal opportunity for education technology teams to check out what is on offer (providing that they go with a clear agenda in mind). A visit to the Naace stand at BETT is always a valuable opportunity to meet board members.

The resources element of the SRF contains more specific criteria about infrastructure including Management Information Systems for administrative use and connectivity issues given the higher volume of web-based access that is demanded by 21st century schools. This element provides a comprehensive check list that many schools have found invaluable when writing their education technology action plans.

- **There is regular and detailed monitoring and evaluation of the effectiveness of the strategy**

"Monitoring of all aspects of the actions agreed in the SIP are detailed in the plan and carried out by the designated staff member. These are fed back to the head teacher and governors through reports and at meetings. The annual review of ICT strategy takes these outcomes into account and feeds in to the following year's planning." (Rural primary school, second renewal)

"All team leaders oversee the implementation of ICT across all subjects and this is evident in the long and medium term planning (ICT Coordinators monitor and discuss with Team leaders and teachers)." (City primary, first assessment)

"The strategy, directed by the school and reflecting that of the GDST ensures continuity of ICT provision and without a doubt is integral to the school's improvement." (3-19 independent school, first renewal)

"Quality of pupil learning from lesson observations, planning scrutiny and evaluations of plans. Lesson observations completed by all subject leaders including observations by ICT coordinator reflecting on cross curricular use of ICT. Outcomes of lessons allow for feedback to staff. Head teacher informed along with SMT of outcomes." (Primary academy school, first renewal)

"The ICT development plan is revisited regularly with the ICT steering group and the group ICT manager during his annual visit. The development plan is reviewed regular and an audit is compiled against various criteria to detriment its effectiveness. When effectiveness is not evidence the development is reviewed and amended." (Special school, first assessment)

Given the amount of money spent on education technology, it is surprising how few schools are willing to provide their education technology leader (or other education technology team members) time to monitor actively the impact of that expenditure on teaching and learning. Most SMT lesson observation forms include a section for education technology use, as and when it is appropriate, but for the education technology strategy plan to be genuinely proactive rather than reactive, there needs to be a specific programme for monitoring the embedded use of education technology to enable the support team to judge how effective their strategy plan really is, as highlighted above.

The SRF element concerning professional development is also crucial when it comes to meeting the aims set out in the strategy plan: if the staff (both teaching and support) are not encouraged and trained to use the technology with confidence and understanding, then the effectiveness of any strategy will founder. Most schools use some form of feedback process for their professional development programme: certainly in terms of education technology training, this should include an Impact section, to be completed at an agreed time (two to three months) after the training has taken place, to determine how successful that training has been in

supporting teaching and enhancing learning. This form of monitoring is very useful in helping to determine more effective professional development for staff in the future.

1c. Strategic Use of Data

The third subsection of the management section of the SRF comprises four aspects (1c-1 – 1c-4) containing the following statements:

- **(1c-1) The school's information management strategy is widely communicated and understood by staff, governors and most parents and learners**
- **(1c-2) There is a coherent strategy for the use of ICT to record, analyse and report on pupil performance**
- **(1c-3) The school approach identifies and promotes a range of digital technologies (including social media) for effective and safe communication both within and beyond the school**
- **(1c-4) The school has published clear guidelines for staff, and where appropriate for pupils, outlining their responsibilities in relation to relevant legislation related to technology.**

This subsection of the SRF is one that schools achieve very easily: local authorities demand certain information and provide specific units to support administrative and financial officers both with training and online support. State schools must comply with Data Protection and other issues so consequently make sure that their staff are kept informed and up to date. The increase in email and text communication with parents and pupils has proved very beneficial to all concerned and electronic home/school links via websites and VLEs are now commonplace. Schools are increasingly involving their pupils in this process: after all, their understanding of social media is much greater than the average teacher and far greater than most of their parents.

- **The school's information management strategy is widely communicated and understood by staff, governors and most parents and learners.**

"All staff have to use SIMS to report and monitor student progress. It is used to record achievements. Tutors review progress each term and have interviews with students based on the report that SIMS generates. (3-19 independent school, first renewal)

"All teaching and admin staff can access MIS from home using VPN. School Business Manager has a clear understanding of how SIMs can produce relevant data on educational progress." (Junior school, second renewal)

"Effective use is made of data analysis to used to inform developments in all core subjects and PSD and this is shared with teaching staff. Pupil information is shared on the network within and is accessible to class teams, department managers and SLT." (Special school, second renewal)

The key word is accessibility: in this digital age, all teachers should have access to the school network from home: whether they use it or not is their choice but teachers must have a social life if they are to remain fresh for their vocational work and if this means leaving early and working from home at a more convenient time then this surely has to be understood and promoted by senior management. Increasingly, senior administrative staff enjoy the same home

access privileges. Many schools also provide some form of access for their support staff as relevant.

- **There is a coherent strategy for the use of ICT to record, analyse and report on pupil performance.**

"Performance data in tests is inputted by individual staff into target tracker; this enables the leadership team and class teachers to have instant access to progress and achievement data. All staff are able to access the performance data. Pupils and carers are provided with some of the data in a more understandable format." (Primary academy trust, second renewal)

"The school is using SPTO (School Pupil Tracking online) to track children's progress across the school. All teaching staff use the system to record assessments and subject leaders and the SLT then use the system to complete detailed analysis." (Rural primary school, third renewal)

"SIMS is used to record and analyse pupil performance, informing teaching staff of pupil progress and assisting in the setting of realistic though ambitious targets. All teaching staff can access this performance data, both in and out of school. Parents/carers now have access out of school via Firefly." (3-19 independent school, first renewal)

"Information is shared with parents regarding individual education plans on a half termly basis and PIVATS data is shown an explained at annual reviews if appropriate. Individual pupil performance is analysed discussed with the relevant teaching staff. Whole school analysis of pupil performance is collated and shared with all teaching staff and Governors.

"All staff make use of ICT for management and administration. SIMS.net is the basis for MIS and this is a major ongoing development in the school. The school is currently implementing the capacity for all staff to access SIMS via the Learning Gateway and this is planned to be ready for use shortly. This also facilitates the efficient and effective sharing of resources." (City secondary school, first renewal)

"All teachers use the 'Target Tracker' database system to record individual pupil levels for reading, writing, numeracy, science and ICT. Staff input data regularly throughout the year and data is analysed at the end of the autumn, spring and summer terms. The school also use this data to compare levels across the year group and look at levels and progress for specific groups e.g. pupil premium, SEN groups. (City primary school, second renewal)

As can be seen from the statements above, the majority of schools use some form of SIMs to keep records and produce reports: additionally there are many programs, particularly for younger children (2Simple Build a Profile or Tapestry are both excellent examples) that can provide data for staff and, as appropriate, parents. The use of small, hand-held devices to film and comment on activities, which can then be shared with parents, with nursery and early years' children is growing, following on from the excellent use of visual data produced in special schools to demonstrate that their young people are achieving outcomes, even if these are not in traditional forms.

Much of the strategy for entering and examining data will be dictated by local authority or academy chain sources and, of course, such data is an essential part of any Ofsted inspection

process. Governors will often ask for specific data to enable them to determine how well a school is doing, particularly in the core subject areas.

- **The school approach identifies and promotes a range of digital technologies (including social media) for effective and safe communication both within and beyond the school**

"The school uses text messages, emails newsletters, VLE and school website to convey information, emergency messages and diary events. Parents take full advantage of this communication. Staff can use emails to communicate with each other." (Town primary academy school, second renewal)

"SLG for parents to access data about student: electronic parents evening booking system: blogs about trips and extracurricular: Twitter for some departments and the whole school which engages parents and students: Schoolcomms for sending home important information: electronic version of the newsletter sent home: teacher assessment via Realsmart: emails between teachers and students about their work: teacher assessment/comments via Google apps." (City secondary school, first renewal)

"All educational staff have an email account. Information is shared through a variety of groups and is targeted and effective. Email contact with home is common and currently being developed further through the use of Skype for pupils to contact in a supported and safe way parents and/or peers in school. There is current research into the use of Home / School reporting apps for communication such as Tapestry." (Special school, first assessment)

"Text message service used to keep parents informed of events, changes to school days, clubs etc and as a reminder service. Email used to communicate across staff members. Web site communicates policies, events and practices to parents, children and the wider community. Parents have access to online reporting at specific assessment points throughout the year." (City primary school, first assessment)

Although most secondary schools share progress data with parents via their VLEs, this is far less common in primary schools. However, there are many examples from ICT Mark schools, that the concept of online reporting is being pursued to some extent.

- **The school has published clear guidelines for staff, and where appropriate for pupils, outlining their responsibilities in relation to relevant legislation related to technology**

There is very little to add here as this is a statutory requirement for all schools, whether state controlled, academies or independent.

Resources

The updated SRF section of the Naace website can be found at www.naacesrf.co.uk. As well as containing access to the online tool itself, there are plenty of subsidiary areas providing supporting information and exemplars. There is a small annual subscription fee to the online tool which will give you log-in details for the benchmarking process, plus valuable accompanying notes and guidance, irrespective of whether your school eventually applies for the actual award. Should you wish to do so, all of the information is on the site; you might wish to avail yourself of a visit from one of the lead assessors to support you through the process.

The Naace website also contains many excellent 5 minute videos from schools about how Education technology supports teaching and learning: these can be found in the Third Millennium award section. Your school might also wish to become a member of Naace; details and current costs can be found on the site (www.naace.co.uk) and this would include the opportunity to attend the national conference held every spring term.

Naace is now the most influential Education technology support body in the country and provides links and outlets for a wide range of trade partners. As local authority advisory and inspection services diminish, the opportunity to become part of this organisation is an important process for all schools and you will be made very welcome.

About the Author

Anthony Hunt has been involved in education for 53 years, having started his teaching career in East Sussex in 1966: six years of teaching followed by three and a half years as a deputy head including four terms as acting head at his second school in Kent; then head teacher at two more schools in Bromley and Hampshire respectively between 1973 and 1987 before being appointed senior primary IT adviser for Hampshire, a post which he held for 16 years. On retirement, although much in demand as a consultant, he missed the team process so, in May 2004, he joined with Tony Cook and Gale Freshwater to found Gatehouse Partnership Limited, the leading ICT Mark assessment providers in the country. The company closed in 2016 after twelve very successful years but Anthony has continued his support for schools, particularly with ICT Mark related visits. His web site is www.anthonyhunt.net and his email address is ant.hunt@virgin.net He will be happy to support your school in any senior management IT issues as well as being available for ICT Mark support and assessment.