

Using the Self-review Framework Overview Questions



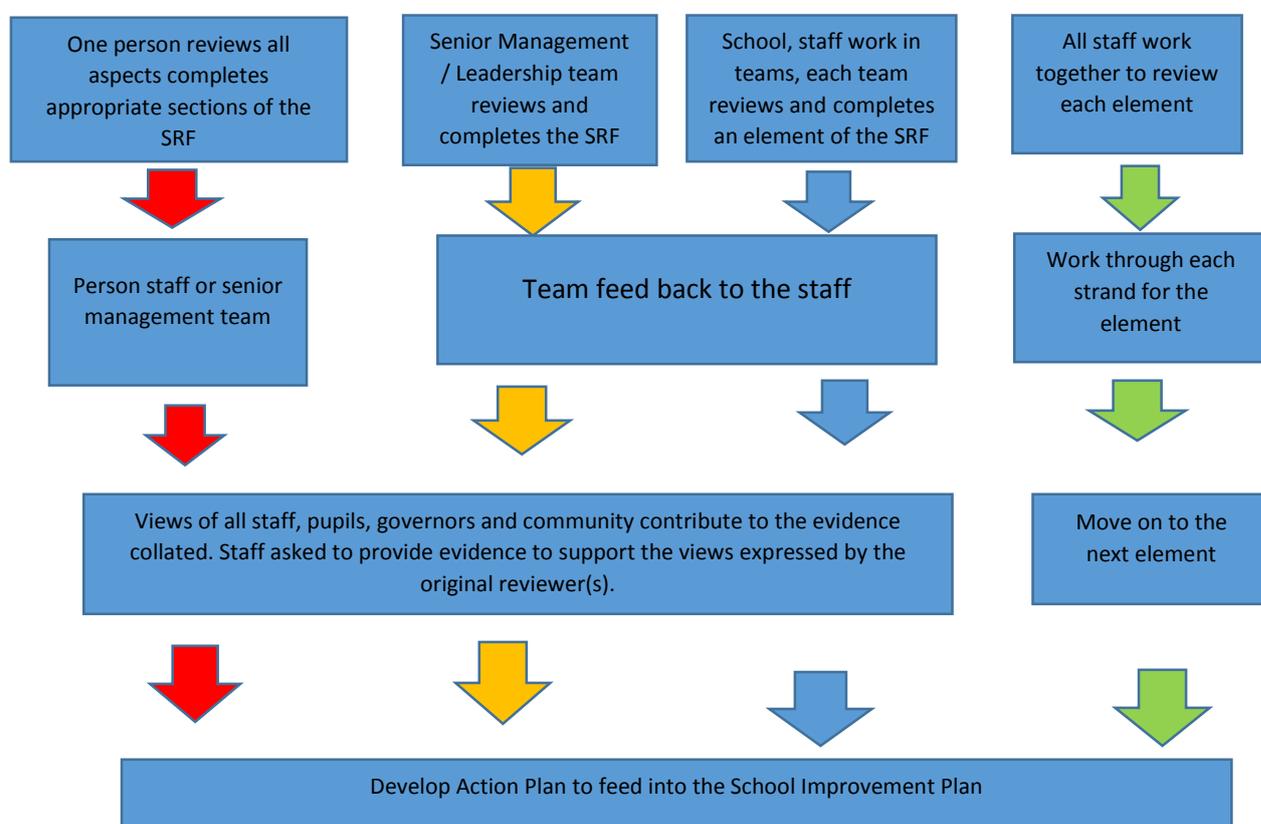
The aim of these six questions is for schools to see which of the six Elements of the Self-review Framework (SRF), are least well developed in their school. They can then use this information to plan which elements of the SRF they start with.

One way these questions have been used is by starting with a brief discussion so there is a common understanding about each question before asking each member of staff to answer the questions and then collect and collate their responses.

Another way has been for staff to collectively answer the six questions and so they all gain a common overview and an understanding into the reasons for looking at the SRF. Though the answers are informed by staff perception this forms a useful insight into how effectively technology is seen to be used in the school, and possible areas for quick wins. The process should be relatively swift, 20 to 30 minutes would enable a school to gain a good overview.

Schools have tackled the SRF in many different ways, depending on the size and nature of the school. Research has shown that schools who enter into the process of self-review rather than just tick the boxes, make more rapid progress towards effective use of technology.

Possible ways for schools to use the SRF



The more staff that are involved in using the Self-review Framework, the greater the benefit to the school.

SRF Overview Questions



Elements of the Self-review Framework

1. Leadership and management

Do staff feel encouraged and supported, by colleagues at all levels, in developing and sharing new practices with technology?

Don't know	Not at all	A little	Strongly	Very strongly
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2. Teaching and learning

Does the use of technology in and beyond school help teachers to be more effective and pupils to become more effective and confident learners?

Don't know	Not at all	A little	Strongly	Very strongly
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3. Assessment of digital capability

Is there effective assessment of progress in technology capability, of all groups of pupils?

Don't know	Not at all	A little	Strongly	Very strongly
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Don't know	Not at all	A little	Strongly	Very strongly
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5. Professional development

Can staff explain why and how they use technology in lessons and to support other aspects of their work?

Don't know	Not at all	A little	Strongly	Very strongly
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6. Resources

Are the right technology resources, including hardware and software for digital learning and school management, accessible in the right place at the right time?

Don't know	Not at all	A little	Strongly	Very strongly
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