Element 1	Leadership and Management			
1a *The school's overall vision (role of technology)*				
	4	**3**	**2**	**1**
1a-1 The vision	The school's overall educational vision includes little or no reference to technology. Expectations for the use of technology for learning and teaching, including learning at home, are not integrated with the educational vision.	The school's overall educational vision includes the expectations of technology for learning and teaching, including learning at home. The vision encompasses the use of technology to improve some aspects of the organisational effectiveness and efficiency of the school.	The school's overall educational vision contains aims which clearly identify the distinctive contribution of technology to all aspects of the school's work supporting working at home and at school.	The school's overall educational vision includes the needs of the wider school community. It supports a seamless link between working at home and at school. It is informed by, and contributes to, developments in technology and exemplary educational practice.
	Members of staff with responsibility for technology may have set expectations for the use of technology for learning and teaching. These may have been shared with staff but are understood and embraced by only some.	Some members of SLT and staff with responsibility for technology have contributed to the vision and it is understood and embraced by many staff, governors, and pupils.	SLT, staff, governors and pupils have contributed to the vision and it is embraced by most staff, governors, and pupils.	All school stakeholders have contributed to the vision and it is understood and embraced by all, or nearly all, staff, governors, and pupils. The vision is supported by parents/carers and the wider community.
1a-2 Reviewing the vision	Members of staff with responsibility for technology may have reviewed the expectations for the use of technology for learning and teaching, but this has little or no influence on the overall educational vision.	Members of SLT and staff with responsibility for technology have reviewed the role of technology within the overall educational vision.	The SLT lead and staff, governors and pupils regularly review, report on, and revise the role of technology within the overall educational vision.	All school stakeholders frequently review and report to update the place of technology within its overall educational vision.
	The vision is not informed or has a limited awareness of the ways that current technologies, practices or risks might influence it.	The vision is beginning to be informed by (and may change due to) school priorities, developments in technology, social use and effective practices or risks within and beyond the school.	The vision is informed by (and may change due to) school priorities, developments in technology, social use and effective practices or risks within and beyond the school.	The vision is informed by (and will change due to) the emergence of new innovative technologies, global trends, initiatives, and practices, including any associated risks.

Element 1	Leadership and Management			
1b	***Implementation and Monitoring***			
	4	**3**	**2**	**1**
1b-1 Strategic leadership across the school	The leadership of technology has been left to one or two individuals who are not part of the senior leadership team. Governor involvement is limited.	The responsibility for the strategic leadership of technology rests either with the head teacher or the senior leadership team. There is governance oversight of the strategic leadership.	Proactive strategic leadership by the head teacher identifies, empowers and supports individuals to lead aspects of technology. This is effectively coordinated across the school with well-developed governance.	Strategic leadership for technology includes governors and external stakeholders. Empowered leadership of all aspects of technology within and beyond the school is distributed and coordinated effectively.
	Impact of this approach is narrow and has little or no associated documented evidence.	This approach results in some aspects of technology across the whole school, impacting on learning and teaching and the introduction of learning from home.	This approach results in significant impact on many aspects of the school's work including learning, teaching and pupil outcomes, as well as overall effectiveness and efficiency. The learning from home strategy is impacting on pupil outcomes and engagement to learning.	This approach ensures that technology has widespread impact on all aspects of the school's work. The school has a fully integrated approach which enables seamless working between home and school.
	Lines of accountability are unclear, and impact is difficult to demonstrate.	Strategic leadership rests with one or two key individuals; succession planning is not in place.	Strategic leadership is considering succession planning and sustainable leadership.	Systems are in place to develop and sustain this quality of leadership.
1b-2 Operational leadership across the school	There is some operational leadership for the development of pupils' EdTech capability.	Operational leadership for the coordinated development of pupils' EdTech capability is in place and is developing across the whole school.	Effective operational leadership for the development of pupils' EdTech capability is in place and set within a whole-school approach.	Dynamic operational leadership for the development of pupils' EdTech capability, is in place and is impacting within and beyond school.
	This is not yet developed as a whole-school approach supported by the senior leadership.	It is supported by the senior leadership and beginning to reflect the overall strategic vision.	It is integrated with the strategic leadership of technology ensuring pupils' EdTech capability is developed in a progressive and coherent way. It takes account of pupils' views on how technology can enhance their learning both in school and at home.	It is empowered by the senior leadership and seeks the input and engagement of all school stakeholders, incorporating views on how technology can enhance and impact on work both within and beyond the school.
	Few subject or Key Stage leaders promote and develop the effective	Some subject or Key Stage leaders promote and develop the effective	Most subject or Key Stage leaders promote and develop the effective	There is strong leadership at all levels which actively encourages the

		use and impact of technology for learning and teaching.	use and impact of technology for learning and teaching.	use and impact of technology for learning and teaching both within and beyond school.	development of new and creative practices in the use of technology for learning and teaching, both within and beyond the school.
1b-3 **Developing the EdTech strategy**	The EdTech strategy may not exist or is poorly defined and focuses mainly on resources.	The strategy is aligned with the vision and defines clear goals and actions to achieve it.	The strategy sets out clear priorities for realising the vision.	The strategy is a key element of school improvement. It enables the school to innovate and realise its developing vision.
	Technology development planning is uncoordinated, often short term, lacking clarity and is insufficiently related to the school's overall educational vision.	Technology development planning identifies clear roles and responsibilities with realistic short, medium- and long-term targets. It is related to the school's overall educational vision.	Technology development planning is well informed, strategic, and fully integrated into school improvement planning. It sets challenging targets across the school and informs the school's overall educational vision, extending beyond the school.	Technology planning is creative, innovative, flexible, and outward-looking. It sets challenging targets to contribute to exemplary educational practice nationally or internationally.
1b-4 **Digital safeguarding as part of the EdTech strategy**	School policies and user/home agreements support digital safeguarding. The school is aware of the need to develop values related to technology use and for effective planning to guide stakeholders' activities.	School policies, user/home agreements and planning support digital safeguarding. The school is beginning to develop digital values to guide stakeholders' activities and develop safe and responsible age- and needs- appropriate behaviours relevant to the use of technology, including home use.	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- and needs-appropriate safe and responsible behaviours within and beyond school.	The school systematically reflects and improves on its digital values which form a framework for policy and planning and provide an ethical and moral compass that guides behaviours of stakeholders as citizens within digital society.
	Policy and planning include annual training of stakeholder groups in relation to the appropriate use of a range of information technologies.	Policy and planning identifies the need for regular training of stakeholder groups.	Planning ensures that staff, pupils, and stakeholders have adequate training, time and access to resources and wider communities of learning.	Staff and stakeholders proactively identify and apply the training, time and the access to resources and wider communities of practice they require to research, plan and model the safe and appropriate use of technology, based on the school's digital values.
		School leadership appreciates the need for safe and secure use of technology by the school community, however concepts of digital	School leadership determines the planning and modelling for the safe and appropriate use of technology by all members of the school community.	Concepts of digital citizenship and digital society are embedded into all planning.

		citizenship and digital society are yet to be developed.	Concepts of digital citizenship and digital society are being incorporated into planning.	
1b-5 **Budgetary effectiveness**	The school has a technology budget. Expenditure is mainly reactive and/or impulsive and may not be strategic. There are no clear links with the school development plan.	The school has begun to budget carefully for technology across some aspects of its work and has begun to realise the total cost implications of its EdTech strategy. There are some links to the school development plan.	Robust budgetary processes ensure the continuity and development of technology to impact on most aspects of schoolwork, incorporating a fully costed digital strategy. This is closely aligned with the school development plan.	Agile budgetary processes within the EdTech strategy ensure the development and refresh of all aspects of technology. This has a significant impact on all aspects of schoolwork, which enables innovation and is integrated into the school development plan.
	Development and renewal of technology resources is based on current needs, but longer-term renewal of technology resources is not addressed. Budgeting does not acknowledge the need for any related professional development.	Development and renewal of technology resources is based on short, medium- and long-term needs. The school understands the need to include budget for professional development when purchasing new technologies.	The school understands the long-term full cost implications of its EdTech strategy both in terms of purchasing new technologies and associated effective professional development.	Budgeting takes account of the total cost of ownership of all technology and associated professional development.
1b-6 **Monitoring and Evaluating the effectiveness of the EdTech strategy**	There is little or no monitoring of the implementation of the strategy. Where monitoring occurs, it is ad hoc and the school is not yet able to show links between technology expenditure and changes in pedagogy, pupil outcomes or organisational effectiveness.	There is planned monitoring of the implementation and effectiveness of the strategy and some links are made between technology expenditure and changes in pedagogy, pupil outcomes, organisational effectiveness, and digital equity for pupils.	There is regular and detailed monitoring and evaluation of the effectiveness of the strategy and direct links are being made between technology expenditure and pedagogy, pupil outcomes, digital equity, parental engagement, and organisational effectiveness.	There is systematic and routine evaluation of the impact of technology within and beyond the school. All technology expenditure is subject to rigorous evaluation in terms of its impact on the school's overall educational vision and a wide range of school improvement outcomes.
1b-7 **Monitoring and evaluating the effectiveness of the use of technology for learning and teaching**	The school has started to monitor and evaluate the use of technology in relation to the curriculum and its use for learning and teaching including extending learning to home.	The school periodically monitors and evaluates some aspects of learning and teaching with technology. The review includes planning, integration into the curriculum, practice in lessons and learning from home.	The school regularly monitors and evaluates the quality of learning and teaching with technology within and beyond the school. This includes a regular review of planning, practice and pupils' experiences covering both digital capability and the use of technology for learning and teaching.	The school systematically evaluates the quality of learning and teaching with technology within and beyond the school. The review evaluates all aspects of technology planning, practice, and pupils' experiences.

	The review currently focuses on access and resources rather than impact on learning or teaching and is based on minimal evidence.	Evaluation is a based on a range of evidence from mainly within school. Some evidence from home is being gathered.	Evaluation is based on a wide range of evidence from within and beyond the school. The school has considered external evaluation.	Evaluation is based on extensive evidence both internal and external. There is a strong focus on the impact on learning processes and the quality and range of pupil outcomes, which informs innovative curriculum design. Pupils and other stakeholders regularly contribute to this process.
	Results do not inform practice or planning in these areas.	There is some evidence that evaluation is used to inform future strategic planning and learning and teaching.	Evaluation helps to inform both the development of EdTech capability and the use of technology for learning and teaching and has a strong influence on strategic planning and practice.	There is strong evidence to illustrate that evaluation is central to informing strategic planning, supporting innovation, and developing future learning and teaching approaches. It is used to demonstrate accountability to a wide range of stakeholders.
1b-8 Monitoring and evaluating the effectiveness of digital safeguarding	The school responds to changes in requirements for digital safeguarding and monitoring. Policy implementation is evaluated annually.	The school regularly reviews the implementation and effectiveness of policy, plans and interventions on activities and behaviours. Changes to implementation are triggered as a response to safeguarding challenges or when policies have been infringed.	The school pragmatically reviews and evaluates the effectiveness and impact of policy implementation, plans and interventions on age- and role- appropriate activities, contexts, and behaviours. When safeguarding challenges are identified, the school is able to develop and implement effective responses and counter measures.	The school and its stakeholders systematically and proactively review the implementation and effectiveness of the dynamic policy, along with the impact of plans and interventions on age- and role- appropriate activities, contexts, and behaviours against the tenets of digital citizenship and digital society.
		The school identifies where further planning needs to take place to ensure equal opportunities are provided, including for those with special needs and those with limited access to technology outside school.	Review demonstrates that equal opportunities are provided, including for those with special needs or disability and those with limited access to technology outside school.	Equal rights are fully supported, including adaptation and increased access outside the school for those with special needs or disability and those with limited access to technology outside school.
	There is little or no evaluation of the impact of digital safeguarding policies. The impact of education technology in relation to equal opportunities, the	Evaluation takes place with a number of staff or other stakeholders, such as families, but does not currently involve many pupils. It attempts to find the level of understanding of	Evaluation takes place with a significant number of pupils, staff or other stakeholders, such as families. It regularly reviews the level of understanding of digital safeguarding	Evaluation is used to demonstrate that digital safeguarding is embedded across the school community and nearly all pupils, staff and other

	provision for pupils with special needs and those with limited access to technology outside school is not yet fully appreciated and understood.	digital safeguarding and policy issues, including any negative impact of the use of technology and the responsibility to report unacceptable online activity.	and policy issues, including any potential negative impact of unethical, immoral, aggressive, or disrespectful use of technology and the responsibility to report unacceptable online activity.	stakeholders, such as families, are aware of and understand policy issues. This evaluation forms a significant part of the school's review of wider safeguarding.
1b -9 Monitoring and evaluating the use of technology for the business functions of the school	The school has started to monitor and evaluate the use of technology in relation to the school business functions and associated workload.	The school periodically monitors and evaluates some aspects of the school business functions and associated workload. The review includes shared working, integrated business systems, common software, and applications.	The school regularly monitors and evaluates the quality of the school business functions and associated workload. This includes a regular review of shared working, reduction of workload, integrated business systems, common software, and applications.	The school systematically evaluates the school business functions and associated workload. The review evaluates all aspects of school business, staff workload and efficiencies.
	The review currently focuses on access and resources rather than impact on business functions including efficiency, workload and wellbeing and is based on minimal evidence.	Evaluation is based on a range of evidence from mainly within school. Some external evidence is being gathered for comparison purposes.	Evaluation is based on a wide range of evidence from within and beyond the school. The school has considered external evaluation.	Evaluation is based on extensive evidence, both internal and external There is a strong focus on the impact on the business functions of the school, staff workload and wellbeing. Other stakeholders regularly contribute to this process.
	Results do not inform practice or planning in these areas.	There is some evidence that evaluation is used to inform future strategic planning and business efficiency.	Evaluation helps to inform both the development of business efficiency and reduction in staff workload. The evaluation leads to improvement in staff wellbeing.	There is strong evidence to illustrate that evaluation is central to informing strategic planning, supporting innovation, and developing future business efficiencies. It is used to demonstrate accountability to a wide range of stakeholders.
1b-10 Environmental efficiencies	The school takes little or no account of the environmental efficiencies of its EdTech strategy.	The school is beginning to understand the environmental efficiencies of its EdTech strategy and has identified some measures which could improve this, including incorporating online meetings and training to minimise the need to travel.	The school has a good understanding of the environmental efficiencies of its EdTech strategy and has taken steps to improve it. The school looks to prioritise online meetings to reduce the amount of travel, efficiencies of time and environmental impact.	The school fully understands the environmental impact of its EdTech strategy and has minimised this by taking a comprehensive range of measures to improve the environmental efficiencies of the overall work and role of the school.

Element 1	Leadership and Management			
1c	**Business functions, Information Management, Data and Communication**			
	4	**3**	**2**	**1**
1c-1 **Use of technology to support the business functions of the school**	The school's strategy for the use of technology for the business functions of the school (including efficiency, workload, and wellbeing) is not well defined and there are inconsistent approaches to implementation.	The school's strategy for use of technology for the business functions clearly identifies priorities, key software and applications, roles, and responsibilities. There is a consistent approach to implementation.	The school's strategy for use of technology for the business functions is widely communicated and understood by staff and governors (and/or Trustees). Effective implementation is supported by a cycle of evaluation and review.	The school strategy for use of technology for the business functions is embraced by all stakeholders and fully addresses their needs. It is continuously reviewed in the light of new technologies and anticipates future needs.
1c-2 **Management information as part of the EdTech strategy**	The school's management information strategy is not well defined and there are inconsistent approaches to implementation.	The school's management information strategy clearly identifies priorities, resources, roles, and responsibilities. There is a consistent approach to implementation, which includes integration with other business and management systems.	The school's management information strategy is widely communicated and understood by staff, governors and most parents and learners. Integration of systems and access from any location is a fundamental aspect of the strategy. Effective implementation is supported by a cycle of evaluation and review.	The school's management information strategy is embraced by all stakeholders and fully addresses their needs. It is continuously reviewed in the light of new technologies and anticipates future needs.
1c-3 **Use of technology to support whole school improvement**	There is no coherent strategy for the use of technology to support assessment, recording and reporting. There are variations in systems, practice and little overall impact on the monitoring and analysis of pupil performance.	There is an agreed whole-school strategy for the use of technology to record, analyse and report on pupil performance, wellbeing, and safety. The school is developing a common approach to agreed systems. This is implemented consistently across the school. The school has begun to evaluate its data systems and investigate ways that this data can be integrated.	There is a coherent strategy for the use of technology to record, analyse and report on pupil performance, wellbeing, and safety. The school has agreed a common approach to data systems and software. This is implemented effectively to track pupils' progress, set targets, and inform wider school development. The school has implemented agreed data systems which integrate to	A regularly updated strategy for the use of technology, to record, analyse and report on pupil performance, wellbeing and safety, is integral to school improvement. This includes a consideration of risk, data security and full data integration.

	The school has a number of sources and types of data which are currently independent of each other.		enable more detailed and effective analysis.	
1c-4 **Communication as part of the EdTech strategy**	There is no effective or consistent approach to the use of technology to support communication.	There is a coherent approach to the effective use of technology to support internal and external communications. This includes a range of digital communications to parents.	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 explores and exploits innovative and emerging technologies (including social media) to ensure safe and effective two-way communication within, and beyond, the school. These are integrated effectively with other means of communication.
	The school has a website, but it is not currently compliant with statutory regulations.	The school publishes mandatory information via its school website.	The school website is compliant with statutory regulations relating to providing information to stakeholders and takes account of accessibility measures. There is a link to the school secure online learning portal.	The school website is regularly updated and articulates the vision and aims of the school beyond statutory compliance. It is engaging and informative to a range of stakeholders. Online technologies and imaginative practices enable pupils, parents/carers, and other stakeholders to have access to relevant information to support their children's learning.
	Practices mainly replicate traditional processes for reporting and contact with parents. Only some stakeholders' needs are met.	Where appropriate the school has implemented technology to support formal reporting for parents/carers.	The use of technology has become central to the process of formal reporting to parents/carers and other stakeholders. Online technologies are being utilised to enable this.	Parents are able to securely receive, comment and provide feedback on the annual reports and their children's learning, including learning at home
		It is beginning to investigate more innovative ways to share information with parents both formally and informally. The school is beginning to use digital surveys to canvas parental views.	The school has in place technology solutions to informally communicate with parents. The school regularly uses digital surveys to canvas parental views.	The school has a variety of innovative ways to communicate informally with parents, utilising a range of digital solutions.
1c-5	The school is aware that it has responsibilities with respect to	The school has policies and procedures for relevant legislation	The school has published clear guidelines for staff, and where appropriate for pupils, outlining their	The school regularly reviews and updates its procedures relating to relevant legislation. Risks are

Legislative requirements and compliance	relevant legislation related to its use of technology.	related to technology, including provision for Remote Education.	responsibilities in relation to relevant legislation related to technology, including provision for Remote Education.	understood and compliance by the whole school community is rigorously monitored.
	Some procedures designed to ensure compliance are in place but may not be fully followed by all staff.	The technology lead is up to date with current legislation. Policies and procedures are understood and followed by most staff and pupils.	The school has a nominated person responsible for risk assessment relating to data security. Risks are understood and compliance by the whole school community is monitored. The SLT is up to date with current legislation. The school takes steps to make parents/carers aware of relevant legislation.	The school has a nominated team to proactively share responsibility for risk assessment and data security. The school takes steps to make parents/carers are aware of and comply with relevant legislation.