

Element 6 Resources and Technology				
6a Provision of education technology				
	4	3	2	1
<b>6a-1</b> <i>Teaching and learning environments</i>	<p>Individual staff have given some consideration to the way that their space within the school can be reorganised to provide a flexible environment that reflects the contribution of technology.</p> <p>There is an ad hoc provision for the use of online learning. The school is considering the introduction of a structured online learning environment.</p> <p>Pupils access online learning content in lessons. They can access curriculum related resources and engage in activities. The use of online resources is beginning to extend beyond school.</p> <p>Online access to information, resources and activities is available mainly through the school website.</p>	<p>Some spaces have been designed, adapted or reorganised in a coordinated way to provide flexible environments that reflect the school's vision for technology.</p> <p>There is an environment for online learning allowing pupils to access, create and share content in lessons and beyond school. The school is considering systems for how digital work can be set and pupils receive feedback.</p> <p>The use of online resources is being used to extend learning beyond school. The school is reviewing their existing online provision to afford an agreed and consistent approach to learning both in and beyond school.</p> <p>Online access to appropriate information, resources and activities is available to most pupils and staff.</p>	<p>Most spaces, including online spaces, have been designed, adapted or reorganised to reflect the school's vision for technology.</p> <p>They support and enhance a range of flexible learning and teaching styles and collaborative working practices, and personalised learning. The school has systems in place for setting digital work and pupils receiving feedback.</p> <p>The agreed online learning environment supports a range of learning activities within and beyond the school, including the use of communication and collaboration tools.</p> <p>Online access to appropriate information, resources and activities is available to all pupils and staff.</p>	<p>Whole-school approaches to the innovative design, adaptation or reorganisation of physical and virtual spaces fully reflect and enhance the school's vision for technology.</p> <p>This results in more imaginative, enjoyable and varied learning, teaching and working practices within and beyond the school.</p> <p>The online learning environment is fully embedded and supports a wide range of learning activities both in and beyond school. The school regularly reviews emerging technologies and practices to support learning.</p> <p>All the school community have access opportunities online and exchange appropriate information and resources.</p>
<b>6a-2</b> <i>Sufficiency, suitability and availability of digital learning resources</i>	<p>Resources are limited in quality, quantity, range, suitability, and availability. They do not always support curriculum choices, the needs of pupils or ease of access beyond the school.</p>	<p>Local and online resources are sufficient in quality, quantity, range, suitability, curriculum choices, and are available to support learning within the school. They generally meet the needs of all pupils.</p>	<p>Local, online and cloud-based adaptive resources are sufficient in quality, quantity, range, suitability, curriculum choices, and are readily available to support learning for all pupils within and beyond the school.</p>	<p>There is a wide range of suitable, high-quality local, online, cloud-based adaptive resources which are sufficient to meet staff and all pupils' needs wherever and whenever learning takes place.</p>

	<p>Resources therefore have little impact on learning, teaching or school management.</p> <p>The school is yet to address equity of access and its relevance to learning beyond school.</p>	<p>Resources are beginning to make an impact on learning, teaching and school management.</p> <p>The school understands equity of access and its relevance to their community but has yet to develop learning beyond the school.</p>	<p>Resources are having a measurable impact on learning, teaching and school management.</p> <p>The school supports equity of access as appropriate within their community.</p>	<p>Resources are used imaginatively and have a demonstrable impact on the culture and ethos of the school.</p> <p>The school regularly reviews the equity of access within their community and incorporates new and emerging technologies and innovative practice where appropriate.</p>
<p><b>6a-3</b> <b>Connectivity and infrastructure</b></p>	<p>Broadband connectivity is limited and unable to meet the needs of staff and pupils.</p> <p>Wi-Fi connectivity is limited, does not have full school coverage and is unable to meet the needs of staff and pupils.</p> <p>School networking is unable to meet the needs of staff and pupils. It consists mainly of legacy and dated infrastructure.</p> <p>There is little impact on learning, teaching and staff working practices.</p>	<p>Secure broadband connectivity has been reviewed and the school seeks to match the available bandwidth to meet the needs of staff and pupils.</p> <p>Wi-Fi connectivity provides safe and appropriate access for all school users from many locations within the school.</p> <p>School networking has been reviewed and the school seeks to improve the network infrastructure to meet the needs of staff and pupils. The school has a cloud-based platform/tenancy.</p> <p>There is some impact on learning, teaching and staff working practices.</p>	<p>Secure broadband connectivity has been increased to meet the current needs of staff and pupils. The school monitors usage and is prepared to react to any future increase in demand.</p> <p>There is safe, secure, reliable and fast Wi-Fi connectivity. This provides appropriate access for all school users from all locations within the school. The school is investigating guest Wi-Fi.</p> <p>School networking has been improved and meets the current needs of staff and pupils. The school monitors patterns of use and reacts to any future changes in demand. The school is transitioning to an advanced, safe and strategically sound technology infrastructure</p> <p>There is clear impact on learning, teaching, staff working practices and reducing teacher workload.</p>	<p>Secure broadband connectivity procured by the school is sufficient to meet the needs of staff and pupils. It has the potential to be increased in order to react to any future increase in demand. This is regularly reviewed.</p> <p>There is safe, secure, reliable and fast Wi-Fi connectivity. This provides appropriate access for all school users from all locations within the school and some of its surrounding grounds. The school has an easy to use and safe guest wi-Fi system.</p> <p>The school is integrating its infrastructure within and beyond school to advanced and safe technologies.</p> <p>This enables innovative practice to develop which has a significant impact on the learning and management culture of the school.</p>

<p><b>6a-4</b> <b>Information management and data systems</b></p>	<p>The school uses an assortment of technology systems which do not share data.</p> <p>Access is enabled for the senior leadership of the school and some other staff. Technology use is limited to isolated aspects of the school's management and much work is still done manually.</p> <p>There is no designated person in charge of backing up data. Data is not always backed up in a daily routine and it is sometimes difficult to recover data. The school intends to address this issue to meet current legal obligations.</p>	<p>Technology is used to support management tasks as appropriate. Systems enable staff to share resources, access data and contribute to databases.</p> <p>Appropriate access is readily available across the school and widely used by most staff to share data and resources as appropriate to their role. The school is increasing the use of technology to deliver its business functions. This has a clear impact across all management areas.</p> <p>The school backs up data regularly, but restoration is not always checked. Issues of data protection are being addressed to meet current legal obligations.</p>	<p>The school can demonstrate that technology is used effectively to support management tasks, including pupil, staff, contractor and volunteer safeguarding records.</p> <p>Appropriate access is available to all staff as appropriate to their role within and beyond the school. The school is seeking to consolidate data from the range of sources that it utilises. This improves the management of the school.</p> <p>The backup and restore process is robust and it is regularly monitored. The school increasingly uses its cloud-based infrastructure to ensure permanency and safety of data.</p>	<p>A range of fully integrated, secure technologies are used, reviewed and developed effectively to support management tasks and address teacher workload. Analysis of return on investment shows the impact and efficiencies that the school achieves. This includes the impact on attainment, progress, business efficiency and safeguarding records.</p> <p>Appropriate access is available to all staff as appropriate to their role through a cloud-based solution. The school is able to consolidate data from the range of sources that it utilises. This significantly improves the management of the school.</p> <p>The school follows best practice for backup, storage and recovery routines. The school fully utilises its cloud-based infrastructure to ensure permanency and safety of data.</p>
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Element 6 Resources and Technology				
6b Management of technology resources				
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<b>6b-1</b> <b>Procurement and asset management</b>	There is some planning for the procurement of technology resources. Purchasing tends to be reactive to urgent need.	Technology resources are procured efficiently regarding the total cost of ownership and value for money. Purchasing is reactive to short-term planning	The procurement of technology resources and services follows best practice guidelines and takes full account of the total cost of ownership, value for money and procurement regulations. Purchasing is reactive to longer-term plans.	Procurement is part of a systematic whole-school approach to providing technology resources and services which are sustainable in the longer term.
	Little account is taken of procurement regulations, environmental impact and the safe disposal of electronic equipment and information.	Procurement regulations are generally understood, and the school has begun to address the issue of safe disposal of electronic equipment and information. Some account is taken of environmental impact.	Consideration is given to environmental impact, risk management and refresh and there are some processes in place for the safe disposal of electronic equipment and information.	Regular review of processes ensures good value for money, minimal environmental impact and the safe disposal of electronic equipment and information. Secure disposal procedures exist for all information held on technology devices both locally and in the cloud. Procurement regulations are followed.
	Pupils without home access to internet through a digital device are provided with printed resources so that they can complete work at home.	The issue of pupils without home access is acknowledged. Pupils are encouraged to use school resources at lunchtime, after school and public libraries to access schoolwork online.	Equity of access at home for pupils without an appropriate digital device is being developed. The school utilises its own resources to provide home access where possible.	Procurement methods achieve good quality devices for pupils learning at home, which may include connectivity. This supports equity of access and reduces constraints of time online for families.
	Some ad hoc monitoring and evaluation take place, often as a reaction to issues related to the quantity of and access to, technology resources.	Resources are reviewed and evaluated to inform future strategy and procurement, although this may not be regular or consistent.	Resources are regularly reviewed and evaluated to inform future strategy and procurement.	There is systematic and widespread monitoring and evaluation of the use of resources. The outcomes underpin the ongoing technology strategy and procurement and are used to maximise access to learning opportunities.
<b>6b-2</b> <b>Technical support</b>	There is limited access to technical support staff and no proactive	Technical support systems are adequate. There is some proactive	Technical support enables the school's educational vision to be	Technical support staff are empowered to explore and

	<p>maintenance to reduce the risk of technical problems.</p> <p>Technical support seeks to enable teaching and learning requirements.</p> <p>The school relies on an existing service level agreement to monitor the quality of provision. It relies on the provider to keep themselves up to date with professional development needs.</p>	<p>management of maintenance. Reported faults are responded to in a timely fashion.</p> <p>Technical support enables most teaching and learning requirements. It has supported the introduction of a cloud-based infrastructure.</p> <p>The school works in partnership with the existing service to monitor the quality of provision. It provides some input to the provider in order to influence professional development needs.</p>	<p>achieved within a safe and risk managed environment.</p> <p>Technical support enables teaching and learning requirements. It routinely supports a cloud-based infrastructure.</p> <p>The school works in partnership with the existing service using feedback, benchmarking and quality standards to develop the quality of provision. It works in partnership with the provider in order to influence professional development needs of technical staff.</p>	<p>implement innovative solutions. They work in partnership with school leaders to contribute to the formulation and development of the school's technology strategy.</p> <p>Technical support proactively anticipates and enables teaching and learning needs.</p> <p>Quality systems are in place to manage and monitor the performance of technical support. The professional development needs of technical staff are understood and provision is made.</p>
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