

Code of practice and agreement for NaaceMark Assessors



The principles of NaaceMark accreditation and assessment

1. The NaaceMark is an agreed set of levels within the Self-review Framework that enables a school to demonstrate a standard of institutional maturity affording efficient and effective use of technology and enabling continual improvement through harnessing technology for learning.
2. The NaaceMark challenge for schools is not to be excellent in one particular element of technology but rather to be able to demonstrate good practice across each and every aspect of all elements.
3. NaaceMark accreditation is available to all schools who can demonstrate to an accredited assessor that they have reached the ICT Mark threshold levels within the Self-review Framework.
4. Naace is the awarding body for the NaaceMark and administers and manages the assessment, moderation accreditation and quality assurance processes.
5. Accredited NaaceMark assessors will follow the approved quality assured assessment procedures.
6. To be awarded the NaaceMark a school should be able to demonstrate to an external assessor that the threshold level has been reached across all required aspects of the Self-review Framework
7. A school is recommended for the accreditation after an external assessor reviews available evidence, consults with school leaders, staff and learners and judges that the school is able to demonstrate that they have reached the required levels.
8. The NaaceMark accreditation expires three years from the date of the Award. Schools wishing to renew will have their evidence reviewed by an external assessor.
9. An Assessor must be able to show that they are objective and impartial for each school that they assess for the NaaceMark.

Note: An Assessor's recommendation for the NaaceMark is based on what a school can demonstrate rather than the prior knowledge an assessor has of the school. Therefore an Assessor must be external and should not have contributed to a school's self-review or to the evidence and commentaries that indicate whether the threshold has been reached. In some cases Assessors may have indirectly supported progress through the Framework by having supported general technology developments or school improvement within the school or may have encouraged schools to complete the self-review process as preparation for an assessment visit. However, it is strongly recommended that a school is encouraged to use an external Assessor who has no recent involvement in the school's use of technology development. Schools then benefit from truly objective observations of strengths and areas for development and informal advice about shared technology practice drawn from a wider range of experience.

10. NaaceMark Assessors (Assessors) are selected through a competency-based assessment process. These competences are common to Assessors in all UK regions. Assessors have to show experience of working with school leaders at a strategic level in the phases and types of institution they will be assessing. They also have to demonstrate a broad range of experience of the use of technology within education as well as an understanding of the use of self-evaluation tools and a detailed knowledge of the Self-review Framework itself.

11. All Assessors will be required to have and maintain full Naace membership.
12. Quality assurance is provided through Second Assessors who act as moderators, taking part in all assessments either by attending the visit or by monitoring the preparation before a visit and the report writing after the visit. The Second Assessors are available to assist the Visiting Assessor at any stage during the assessment process.
13. An NaaceMark Assessor is an Assessor who has been selected as a result of the selection process outlined above.
14. In order to carry out assessments in schools an NaaceMark Assessor must also be registered and accredited.