

Are you ready for a Learning Platform?

Implementation of learning platform or MLE provision is a significant school improvement initiative. This series of discussion questions, which are linked to the Becta Self Review Framework, can be used by senior leaders to help them consider their school's readiness in relation to learning platform implementation.

Leadership and Management
Does your school regularly look at how emerging technologies can be exploited to support learning, teaching and management?
Is there a clear strategy in place for developing ICT and is it linked to school improvement priorities?
Is there is a member of senior leadership team who takes a clear strategic lead on ICT matters and is this then distributed throughout the school?
Does the school make good use of ICT systems to support management and administrative processes, such as sharing documentation and information and is this accessible anywhere within the school?
Has your school explored how learning platforms can support the life of the school?
Does the school make good use of ICT to communicate both within and beyond the school?
Does the school have clear policies and protocols in relation to e-safety and data security and are these well understood and followed?
Does the Senior Leadership Team have a good understanding of the Total Cost of Ownership in relation to ICT developments, including direct costs of ICT, training, technical support and ongoing budgetary needs?
Curriculum
Is ICT used extensively to support curriculum aims and objectives?
Does the school regularly review its curriculum, ensuring that the potential for new technologies to enrich pupil learning is exploited?
Are pupils are given opportunities to develop independent, creative and collaborative skills with ICT?
Do subject leaders have a clear view within their subject of how ICT can support learning?
Are staff pro-active in embracing new technologies and using ICT to promote innovation across the curriculum?
Learning and Teaching
Are most staff are confident users of ICT?
Do teachers regularly use online and digital content/resources to support their teaching?
Do teachers and supporting adults adapt their teaching methods, where appropriate, to make use of ICT?
Do teachers use ICT to support curriculum planning and documentation management?
Are there sufficient numbers of teachers who already explore innovative uses of ICT to support pupil learning?
Assessment
Is ICT used effectively within the school to support assessment for learning, e.g. use of interactive technologies to discuss and review learning outcomes?
Are pupils involved in self and peer review within ICT based activities?
Are pupils clear about how assessing others and sharing their ideas can be carried out constructively?
Do staff make good use ICT systems to support assessment?
Do pupils regularly record and present their ICT achievements?

Professional Development
Is the school aware of the training needs involved in adopting a learning platform across the school?
Are there opportunities to share practice with colleagues within and beyond the school?
Are staff CPD needs taken fully into account when introducing new technologies?
Does CPD include opportunities to discuss and formulate policies and protocols on e safety and data security?
Does the school support current and new staff in the effective use of the school's ICT systems, including file management and storage?
Extending Opportunities for Learning
Does the school have a clear view of pupil and community access to and usage of ICT and the internet outside of school? Does the school make provision for pupils who have limited access to ICT?
Does the school provide opportunities for pupils to communicate and collaborate with others beyond the school?
Does the school provide links to online content to support pupil learning?
Do pupils have experience of publishing and sharing content online?
Does the school use ICT to share and discuss information with parents/carers about curriculum matters, including e-safety?
Resources
Does the level and quality of technical support ensure there are few interruptions to the use of ICT?
Is technical support 'user focused' and seek to enable safe and effective access to ICT resources?
Do staff, pupils and parents readily access relevant information and resources through the school's network?
Are ICT resources well matched to the school's priorities and aims?
Does your school have a view on the importance technical implications of introducing a learning platform, such as connectivity, bandwidth and storage capacity issues?
Does the school look to ensure that ICT provision is sustained and developed?

Areas for development
Priority Actions and Developments
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