ICT Mark assessment report

Name of school	Wildern School
Post code	SO30 4EJ
School URN	136654
Head teacher	ML Litton
Assessor	Rob Ellis
Date of assessment	30 November, 2016

Focus elements

2 Use of ICT in the curriculum e.g.
• New computing curriculum
• Innovation (across the curriculum)
• Working with feeder schools

4 Assessment of digital capability e.g.
• Assessment post levels
• Marking and feedback to students
• Peer and self-assessment practice

Visit agenda

Proposed Timetable (subject to adjustment)
Arrive at school
12:30 Tour of school with Headteacher or designated deputy to gain a flavour of the vision of ICT supporting learning and teaching and to observe children and staff in situ (30 minutes)
13:00 Review of evidence base with SL (45 minutes)
13:45 Interviews with a member of staff and/or a governor or parent (30 minutes)
14:15 Interviews with students (30 minutes)
14:45 Note taking and reflection for assessor (30 minutes)
15:15 Feedback to Headteacher (or deputy) and SL (15 minutes)

Commentary on assessment

Vision, leadership and organisational management

That technology is embedded in the school vision is evidenced both by documentation and a desire for continuous improvement. It is not so much a vision rather a part of the school's DNA and the use of technology is clearly transformational, “deepens thinking”, rather than a replacement for old tools and methods.

There is a comprehensive ICT policy and consistent references to technology use in other subjects.

There is a regular staff skills audit and all teachers have a new technologies appraisal target. Blog posts from the two new technologies improvement groups also share information.

Parents are invited to Wildern Interactive Nights of Knowledge (WINK) some of which are used to explain the purpose of technology in education and to encourage its use at home. These events have boasted impressive attendance figures. For students without access to technology at home there are opportunities to use technology in school. Occasionally a student in such a situation has been given appropriate hardware to alleviate disadvantage.

Provision of ICT; quality and range

The school has a number of effective means of assessing and recording capability across the school such that data are dynamic and enable effective targeting. To mention two, Wildern Assessment Data (WAD) regularly collects data on things like attitude, academic forecast and target grades. It is a matter of a couple of days from collection and collation to being available to teachers.

Personal Learning Review (PLR) is a student self-assessment online mechanism where students set targets and evaluate progress on a scale 1-4. Targets are forwarded to relevant subject teachers.

Work electronically handed in can be handed back with corrections and refined, sometimes even before the date and time on which it's due.

Planning documents from subjects list resources and approaches that include appropriate use of technology. This ICT Mark assessment revealed a wide range of use matched to purpose including translation activities in Spanish, computational thinking, business studies coursework including game making, sound recording and music composition and performance.

The school holds an OSCARs night when students are able to enter any films they have made which might be subject focussed or not. The standard is high.

Technology has also been used to enhance a cultural exchange with students in Portugal.

Gifted students have presented at the Bett exhibition in London, and may well again, as well as to governors. They also have a chance to help develop a course for other students particularly a 'how to' with Google tools which will prove valuable as the school makes more use of Google Classroom.

The less able are better able to get support via communications technology but also able to access resources again and again if they need to for clarification. There is also live marking with feedback.

All students get at least a core of computing.

There is a multiplicity of activity that reflects the school's vision beyond the academic school day. This includes students who have become proficient in sound and lighting of productions gaining recognition for stage technical support, lighting and video direction at the recent Rock Challenge.

Wildern Broadcasting, a chance for students to be involved in broadcasting media, is a merger between Wildern TV and Wildern Radio to give students opportunities for a more diverse experience.

Noticeably, technological skills are transferred across subject areas.

As reported here parental engagement is remarkable and due, in no small part, to the systems the school has to communicate directly and the degree of information available to parents.

Technical support is multifaceted and includes technical support as well as a development team and curriculum support. To quote the school's SRF, “The team is made up of a range of abilities from Masters level computing graduates through to part-time ex year 11 students. In the last few years the school has also contributed a large amount of technical support and consultancy to in excess of 50 schools in the rest of the UK. Much of this work is focused on our feeder and local partner schools, but Wildern staff have been involved in IT work as far afield as the Isle of Man, Edinburgh and Germany.”

Demonstrating impact on learning and teaching

There are very active student and other research groups such as staff new technologies improvement groups. This year 12 staff from departments across the school carried out action research into how Google classroom could support independent learning in their subject. See https://research.wildern.hants.sch.uk/. There is also an iStudent group who will evaluate new technologies too.

There is a comprehensive programme of CPD available for all staff. At the last count it numbered 17 distinct, high profile events this academic year including everything from presentations from proven practitioners to teachmeets.

The school plans to develop 1:1 technology based on chromebooks. This has been researched carefully and reported on by Southampton University. It will be underpinned by improvements to connectivity to provide an element of future proofing.

People across the school had views on the impact of technology. It was interesting to see how these views reflected an individual's situation. Some cited collaboration between pupils but also between staff for preparation. In a similar vein communication was mentioned with staff contactable by email. Student engagement was mentioned by both staff and students. In a school where the use of technology is clearly enhancing education this goes deeper than simply motivating. Both staff and students said that as well as there being 'no hiding place' work was more carefully done given the likelihood of a wider audience. In MFL students could both hear pronunciation modelled and also practise their own. Students also had a wider choice of outcomes available to them when producing responses to learning in different subjects. Also mentioned was cashless catering and communication with parents and their involvement.

The school's assessment, data collection and communication systems demonstrate pupils make appropriate progress. If not, the systems enable rapid intervention.

E-safety is a major feature at Wildern School. The school has recently been awarded the prestigious E-safety Mark and it is a day to day feature in school. As with other areas of technology much of the work is driven by students who have produced a comprehensive and informational poster. Students were also able to discuss issues relating to evaluation of online resources giving a range of strategies including teacher validated links, using a variety of websites to verify information and having sites they recognised as trustworthy. In work they might list their sources giving staff an opportunity to monitor their web use.

As might be expected all this is underpinned by documentation including the acceptable use policy and regular interventions in lesson time. There is also a sensitive approach to personal portable technologies.

Areas of strength/outstanding practice within the context of the Self-review Framework

The first thing that struck me was the application of technology to the performing arts. In this and other areas students are doers rather than recipients.
Technology pervades all areas and its seamless integration is such that it is a natural part of school life.
There is a philosophy of continuous improvement both in student performance and also effective use of technology. Technology is used to transform rather than simply replace old learning tools and practices.
In this day and age it shouldn't need saying, but the number of girls involved and engaged was unusual and impressive.

The future

Firstly, full attention should be given to the implement of the 1:1 chromebook scheme. This, in turn, makes the improvements in connectivity aimed for vital.
A strategy to ensure the growing pace of change in technology does not become overwhelming and allows the retention of effective practice as well as its development is becoming important.
It might already be in place but I would suggest detailed attention be given to learning about how search engines work and some of the more obscure methods of validating information online.

Assessor recommendation: **Threshold reached**

Date received **2 December, 2016**

Date agreed by Naace **5 December, 2016**