

# ICT Evaluation for Charter Mark using HGIOS and MIICE

## Introduction

The purpose of this toolbox is to enable schools to audit the impact of ICT in relation to Charter Mark, HGIOS and MIICE. Three for the price of one!

## Mapping of Charter Mark, HGIOS and MIICE Outcomes

In the table overleaf the Charter Mark criteria are used to show how they map to the quality indicators of HGIOS and the MIICE outcomes. The mapping of the HGIOS and Charter Mark Criteria was taken from the Self Evaluation Series - A guide to Charter Mark for Scottish pre-school centres and schools (HMIE, 2004) and then matched to the identified HGIOS/MIICE outcomes in toolbox ICT Self-Evaluation using HGIOS & MIICE (Ferry, 2003). Note that not all of the Quality Indicators or MIICE outcomes are identified.

## How it works

The links with Charter Mark, HGIOS and MIICE are summarised at the beginning of the toolbox. Each Charter Mark Criterion is mapped to HGIOS QIs and MIICE Measures. Each of the criterion is coloured coded. The first and second columns indicate the HGIOS quality indicator/s, the third column the related MIICE measures and the final column. The audit level box should be completed once the evidence has been gathered using HGIOS.

### Charter Mark 1 Set standards and perform well

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
2.1	Overall quality of attainment	1.2.1, 2.1.3, 5.2.2 & 7.2.1	

The MIICE measures are expanded later in the toolbox. These will help decide whether the evidence is a level 2 or 4 (or somewhere within the range 1-4).

Outcome 1.2.1: Learner reflection	Evidence
<b>2 Level 2 Realistic but improving culture</b> 1 Do learners show an interest in going beyond the minimum standards for the task in hand and in improving their own work?	
<b>2 Level 4 Realistic but improving culture</b> 1 Are learners seen to explore and share innovations in their approach to tackling school projects?	

## Pupil Toolbox

A simplified toolbox has been created to enable children to think about some key questions relating to an ICT audit (again linking to Charter Mark, HGIOS and MIICE).

Outcome 1.2.1: Learner reflection	Evidence
<b>2 Level 2 Realistic but improving culture</b> <b>Do you like using ICT to help you complete tasks like writing a story?</b>	
<b>2 Level 4 Realistic but improving culture</b> <b>How else could you use ICT to help you in other subjects?</b>	

## Mapping of Charter Mark ,HGIOS Quality Indicators and MIICE Outcomes

### Charter Mark 1 Set standards and perform well

#### Quality Indicator/MIICE Audit Level Overview

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
2.1	Overall quality of attainment	1.2.1, 2.1.3, 5.2.2 & 7.2.1	

### Charter Mark 2 Engage with the customer, partners and staff

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
4.8	Links with local authority or other managing body, other schools, agencies and employers	10.1.1 & 10.1.3	
5.4	Partnerships with parents, School Board and staff		

### Charter Mark 3 Be fair and accessible to everyone and promote choice

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
5.3	Equality and fairness	9.3.1	

### Charter Mark 4 Continuously develop and improve

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
7.2	Self-evaluation	9.2.1, 9.2.2 (at level 4), 9.4.1	
7.3	Planning for improvement		

### Charter Mark 5 Use resources effectively and imaginatively

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
6.7	School management of finances	9.3.1	

### Charter Mark 6 Contribute to improving opportunities and quality of life in the communities you serve

QI	Quality Indicator	MIICE Measures	QI/MIICE Audit Level
5.4	Partnership with (parents, the School Board) the community	10.1.3	

<b>MIICE ICT Audit</b>	<b>1.2.1, 2.1.3, 5.2.2 &amp; 7.2.1</b>
<b>HGIOS</b>	<b>QI 2.1 Overall quality of attainment QI 7.2 Self Evaluation</b>
<b>Charter Mark</b>	<b>CM1 Set standards and perform well</b>

<b>Outcome 1.2.1: Learner reflection</b>	<b>Evidence</b>
<b>2 Level 2 Realistic but improving culture</b> 1 Do learners show an interest in going beyond the minimum standards for the task in hand and in improving their own work?	
<b>2 Level 4 Realistic but improving culture</b> 1 Are learners seen to explore and share innovations in their approach to tackling school projects?	

<b>Outcome 2.1.3: Skills development</b>	<b>Evidence</b>
<b>1 Level 2 Effective and responsible use of ICT</b> 3 Do learners simultaneously develop their ICT skills and their skills in the learning activity for which they are using ICT? <i>eg When drafting or redrafting written work, they use the cut-and-paste function to make improvement</i>	
<b>1 Level 4 Effective and responsible use of ICT</b> 3 Does the development of ICT skills accelerate the development of learners' wider skills? <i>eg Their collaborative skills are enhanced while using ICT to investigate and solve problems</i>	

<b>Outcome 5.2.2: Investigatory Learning</b>	<b>Evidence</b>
<b>2 Level 2 Task Analysis Skills</b> 2 Are learners able to record their progress with the plan for a project using ICT and to mark sources for future reference by making notes or using the favourites/bookmarking facility?	
<b>2 Level 4 Task Analysis Skills</b> 2 Are learners systematic in making notes and recording their progress, over an extended period of time, through a school project involving ICT?	

<b>Outcome 7.2.2: Motivation</b>	<b>Evidence</b>
<b>2 Level 2 Pride in work</b> 1 Do learners take care to produce work which meets the success criteria laid down by the teacher?	
<b>2 Level 4 Pride in work</b> 2 Do learners always take care to produce work which meets and sometimes appropriately exceeds the success criteria laid down by the teacher?	

<b>MIICE ICT Audit</b>	<b>10.1.1 &amp; 10.1.3</b>
<b>HGIOS</b>	<b>QI 4.8 Links with local authority or other managing body, other schools, agencies and employers</b> <b>QI 5.4 Partnership with parents, School Board (and the community)</b>
<b>Charter Mark</b>	<b>CM 2 Engage with the customer, partners and staff</b>

<b>Outcome 10.1.1 Self esteem/confidence</b>	<b>Evidence</b>
<p><b>1 Level 2 Use of ICT to enhance school ethos</b></p> <p>1 Does ICT contribute to the school ethos, including being used in a range of communications to parents/pupils and possibly more ambitious forms of collective display such as intranet/Internet sites?</p>	
<p><b>1 Level 4 use of ICT to enhance school ethos</b></p> <p>1 Is there evidence in the use of ICT of innovation, cooperation and collaboration involving the wider school community?</p>	

<b>Outcome 10.1.3 Self esteem/confidence</b>	<b>Evidence</b>
<p><b>1 Level 2 Use of ICT to enhance school ethos</b></p> <p>3 Is there evidence of some activity using ICT to promote links with the wider school community, eg parents, business or other agencies?</p>	
<p><b>2 Level 4 use of ICT to enhance school ethos</b></p> <p>3 Is there evidence of well-embedded activity using ICT to promote links with the wider school community, eg parents, business or other agencies?</p>	

<b>MIICE ICT Audit</b>	<b>9.3.1</b>
<b>HGIOS</b>	<b>QI 5.3 Equality and fairness</b>
<b>Charter Mark</b>	<b>CM 3 Be fair and accessible to everyone and promote choice</b>

<b>Outcome 9.3.1 Quality of outcomes</b>	<b>Evidence</b>
<b>3 Level 2 Planning of resources</b> 1 Is there a culture of participation in the school in the ways that additional resources are acquired?	
<b>3 Level 4 Planning of resources</b> 1 Is there shared ownership of the school's policies on the use of ICT?	

<b>MIICE ICT Audit</b>	<b>9.2.1 ,9.2.2 (Level 4 only) &amp; 9.4.1</b>
<b>HGIOS</b>	<b>QI 7.2 Self-evaluation QI 7.3 Planning for improvement</b>
<b>Charter Mark</b>	<b>CM4 Continuously develop and improve</b>

<b>Outcome 9.2.1/2 Quality of outcomes</b>	<b>Evidence</b>
<p><b>2 Level 2 Relationship to develop planning priorities</b></p> <p>1 Is ICT seen to be contributing to one or more of the school's development planning priorities, even if ICT is not itself a priority?</p> <p>2 No statement</p>	
<p><b>2 Level 4 Relationship to develop planning priorities</b></p> <p>1 Is ICT used for a wide range of special educational needs, including the need to stretch those capable of more rapid progress in their learning?</p> <p>2 Does ICT feature as an important element in the discussion of priorities for the school's evolving development plan?</p>	

<b>Outcome 9.4.1 Quality of outcomes</b>	<b>Evidence</b>
<p><b>4 Level 2 Breadth of experience of ICT use in context</b></p> <p>1 Is ICT used for a range of purposes within appropriate learning contexts (rather than as a 'bolt-on' extra which demands time in the curriculum)?</p>	
<p><b>4 Level 4 Breadth of experience of ICT use in context</b></p> <p>1 Is there a supportive environment in which ICT is used to help teachers and others to communicate with each other and with fellow professionals elsewhere?</p>	

<b>MIICE ICT Audit</b>	<b>9.3.1</b>
<b>HGIOS</b>	<b>QI 6.7 School management of finances</b>
<b>Charter Mark</b>	<b>CM 5 Use your resources effectively and imaginatively</b>

<b>Outcome 9.3.1 Quality of outcomes</b>	<b>Evidence</b>
<b>3 Level 2 Planning of resources</b> 1 Is there a culture of participation in the school in the ways that additional resources are acquired?	
<b>3 Level 4 Planning of resources</b> 1 Is there shared ownership of the school's policies on the use of ICT?	

<b>MIICE ICT Audit</b>	<b>10.1.3</b>
<b>HGIOS</b>	<b>QI 5.4 Partnership with (parents, School Board) the community</b>
<b>Charter Mark</b>	<b>CM 6 Contributing to improving opportunities and quality of the life in the communities you serve</b>

<b>Outcome 10.1.3 Self esteem/confidence</b>	<b>Evidence</b>
<b>1 Level 2 Use of ICT to enhance school ethos</b> 1 Does ICT contribute to the school ethos, including being used in a range of communications to parents/pupils and possibly more ambitious forms of collective display such as intranet/Internet sites?	
<b>1 Level 4 Use of ICT to enhance school ethos</b> 1 Is there evidence in the use of ICT of innovation, cooperation and collaboration involving the wider school community?	