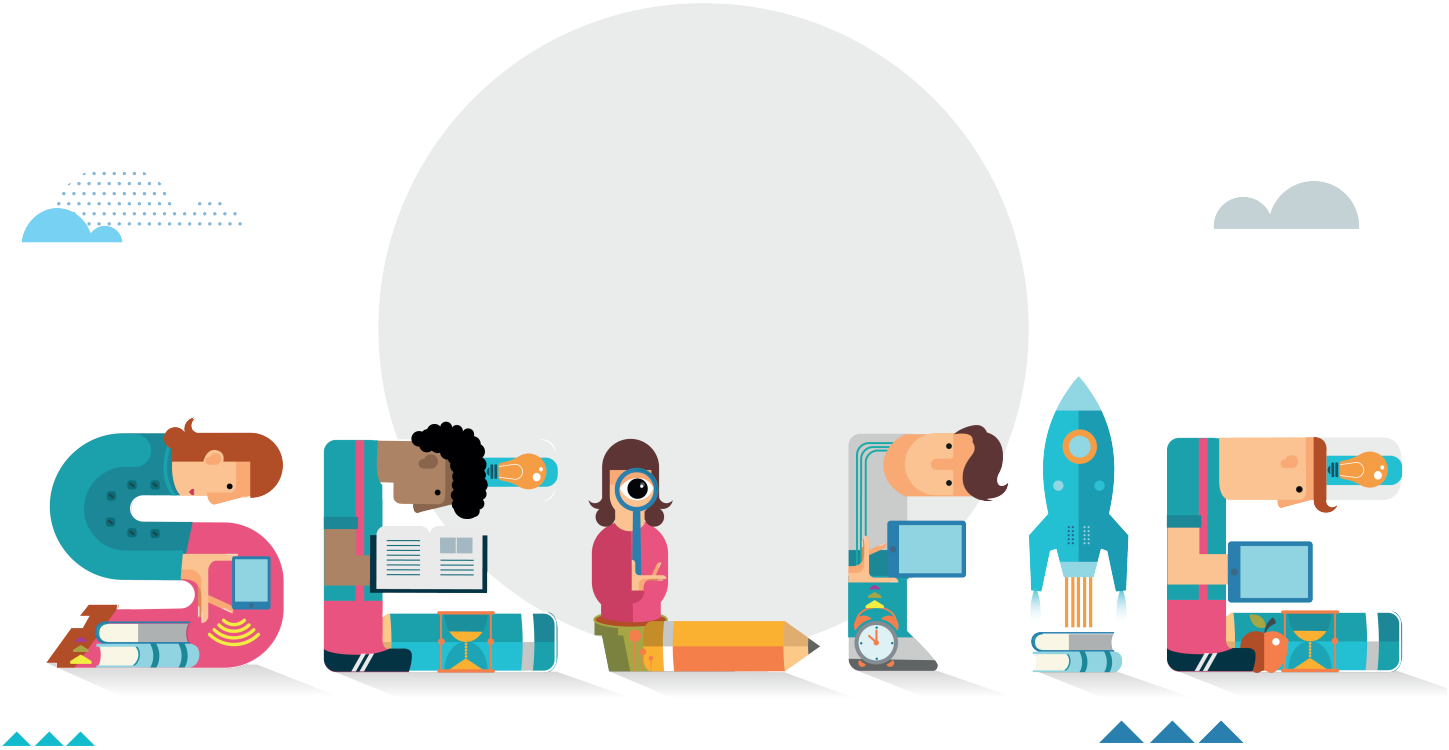
European Commission



SELFIE SCHOOL REPORT

CEIP SANSUEÑA DE SANTIBAÑEZ

Primary level

SELFIE 2026-2027, session 1

How to use the results

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

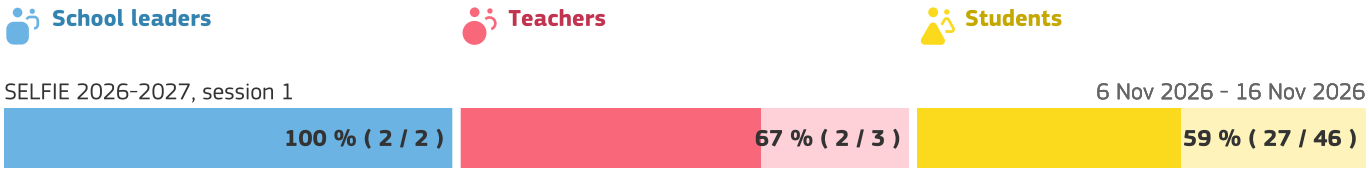
Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

If you need to refer back to the questions and statements in each of the areas please see the Customise your questionnaires section on the SELFIE dashboard where you can download the full list of questions.

This report shows the results from the self-reflection "SELFIE 2026-2027, session 1".

Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows.



Profiles

The profiles presented in this report are the following:

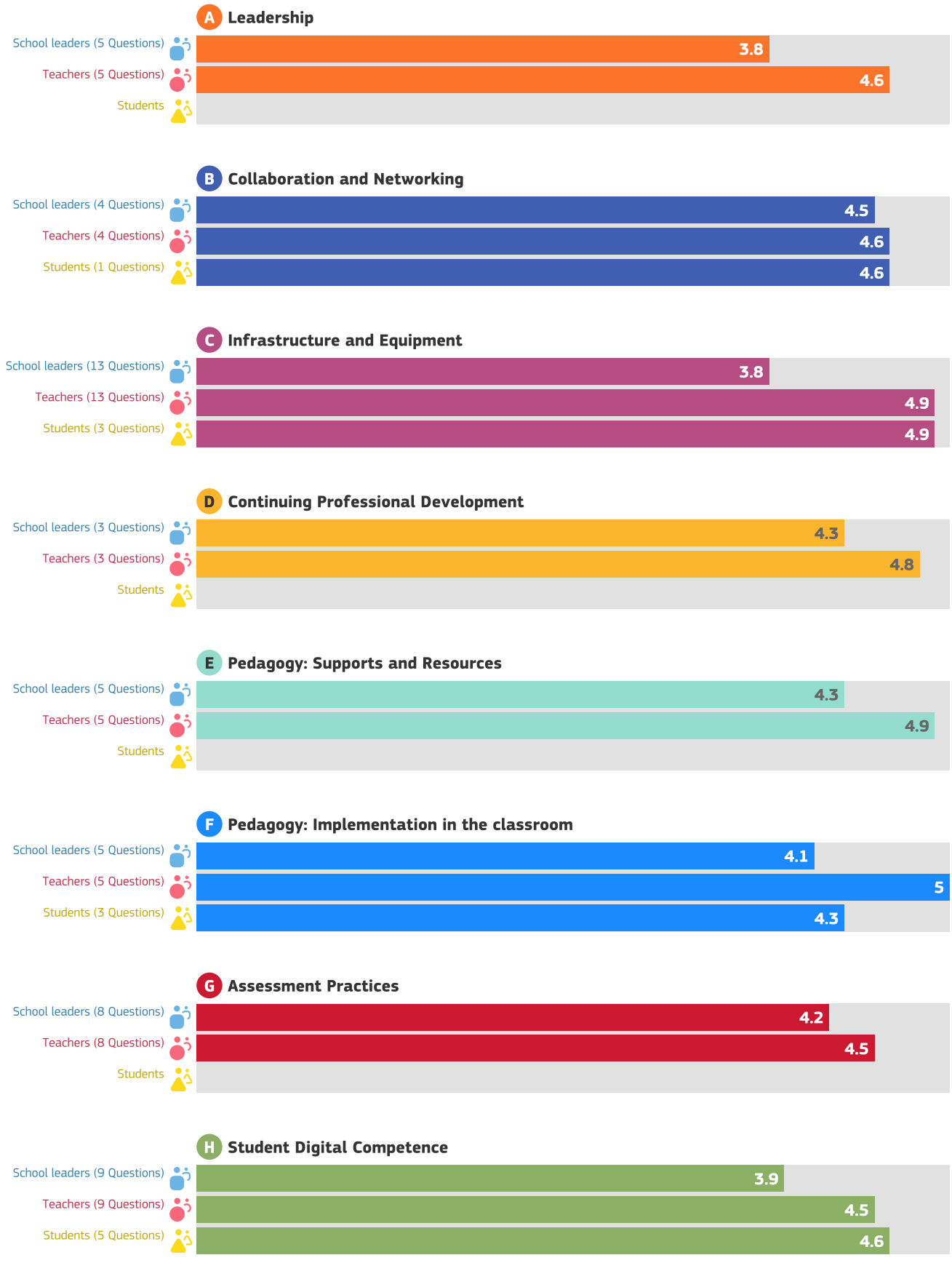
- School leaders
- Teachers
- Students

SELFIE areas - School

School leaders, teachers and students provide their perspectives on how digital technologies are used at their school.

Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.



Results per area

Average responses for each statement/question.
For more detailed results please consult the online report.

A. Leadership

B. Collaboration and Networking

C. Infrastructure and Equipment

D. Continuing Professional Development

E. Pedagogy: Supports and Resources

F. Pedagogy: Implementation in the classroom

G. Assessment Practices

H. Student Digital Competence

A. Leadership

Questions in this area relate to the role of leadership in the school-wide integration of digital technologies for teaching and learning.

A1. Digital strategy



A2. Strategy development with teachers



A3. New ways of teaching



A4. Time to explore digital teaching



A5. Copyright and licensing rules



B. Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

B1. Progress review



B2. Discussion on the use of technology



B3. Partnerships

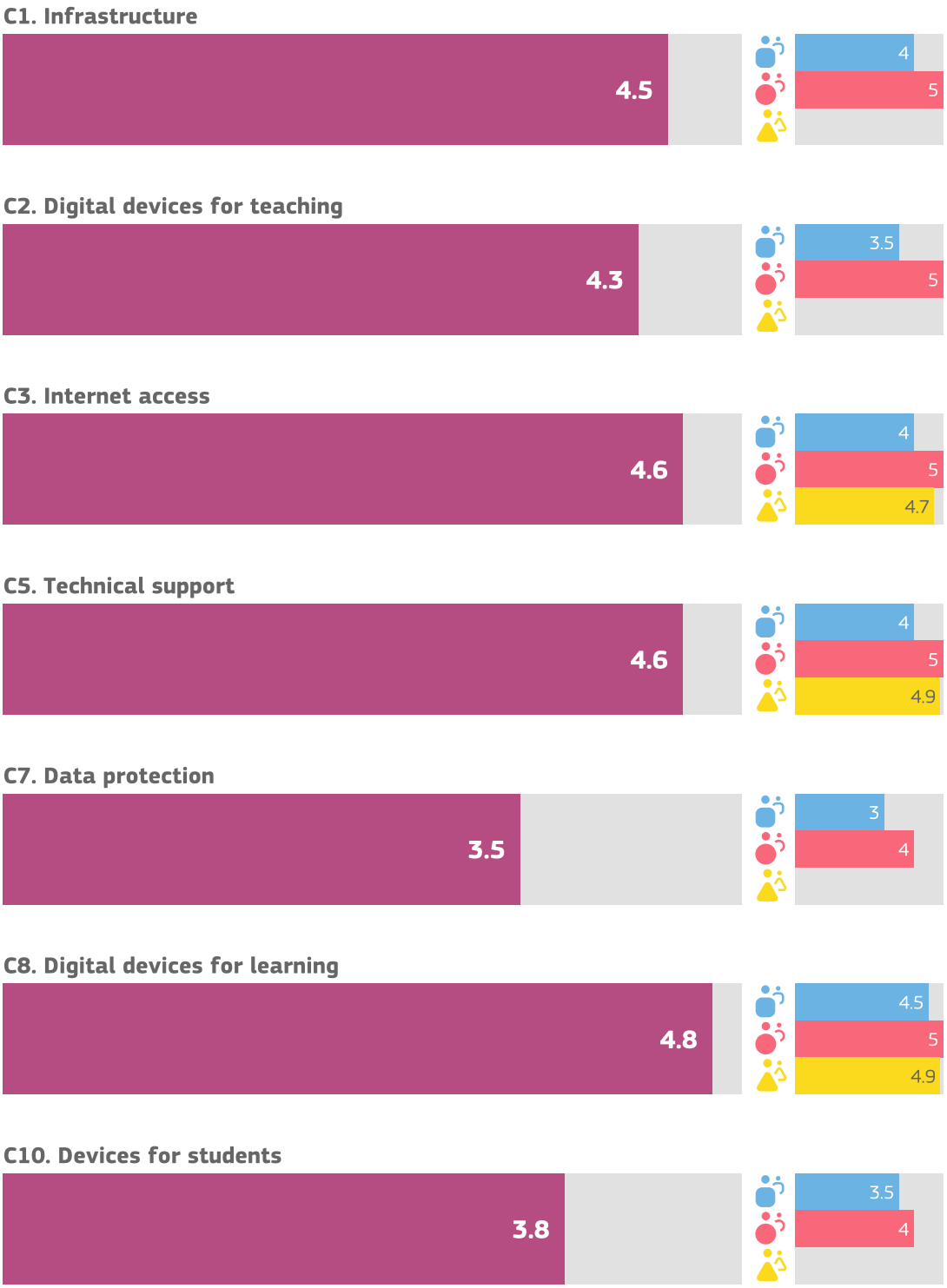


B4. Synergies for Blended Learning



C. Infrastructure and Equipment

Questions in this area relate to infrastructure (eg equipment, software, internet connection). Having adequate, reliable and secure infrastructure can enable and facilitate innovative teaching, learning and assessment practices.



C14. Physical spaces



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

C11. Digital divide: measures to identify challenges
C12. Digital divide: support to address challenges
C13. Bring your own device
C15. Assistive technologies
C16. Online libraries/repositories

D. Continuing Professional Development

Questions in this area relate to how the school supports the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies for better learning outcomes.

D1. CPD needs



D2. Participation in CPD



D3. Sharing experiences



E. Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

E1. Online educational resources



E2. Creating digital resources



E3. Using virtual learning environments



E4. Communicating with the school community



E5. Open educational resources



F. Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

F1. Tailoring to students' needs in school



F3. Fostering creativity



F4. Engaging students



F5. Student collaboration

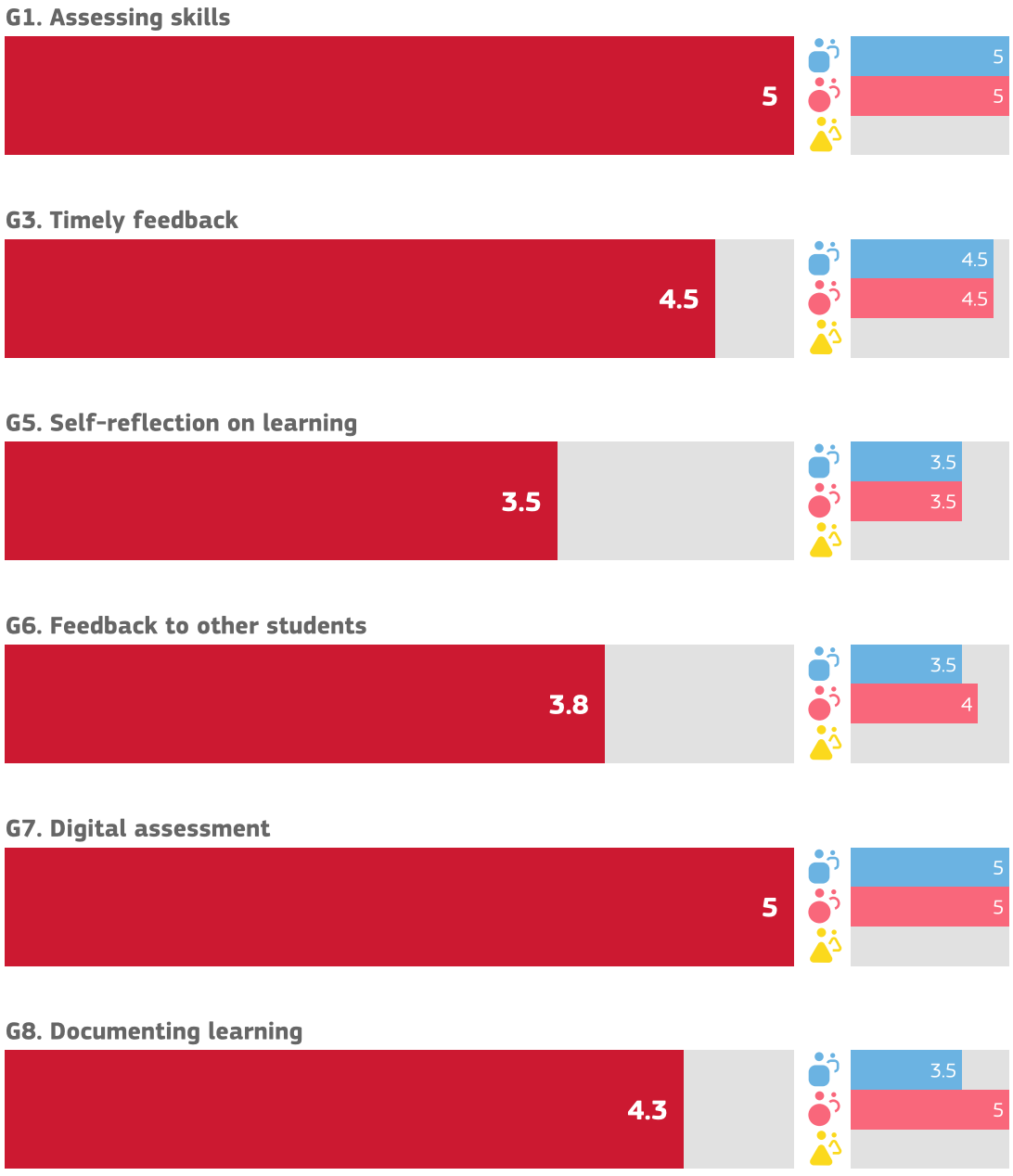


F6. Cross-curricular projects



G. Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

G9. Using data to improve learning
G10. Valuing skills developed outside school

H. Student Digital Competence

Questions in this area relate to the skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways.

H1. Safe behaviour



H3. Responsible behaviour



H4. Checking quality of information



H6. Giving credit to others' work



H7. Creating digital content



H8. Learning to communicate



H10. Digital skills across subjects



H11. Learning coding or programming



H13. Solving technical problems





OTHER AREAS:

Further information on technology use at your school.

Factors inhibiting the use of technology

Negative factors for blended learning

Positive factors for blended learning

Usefulness of CPD activity

Confidence in using technology

Percentage of time

Adoption of technology

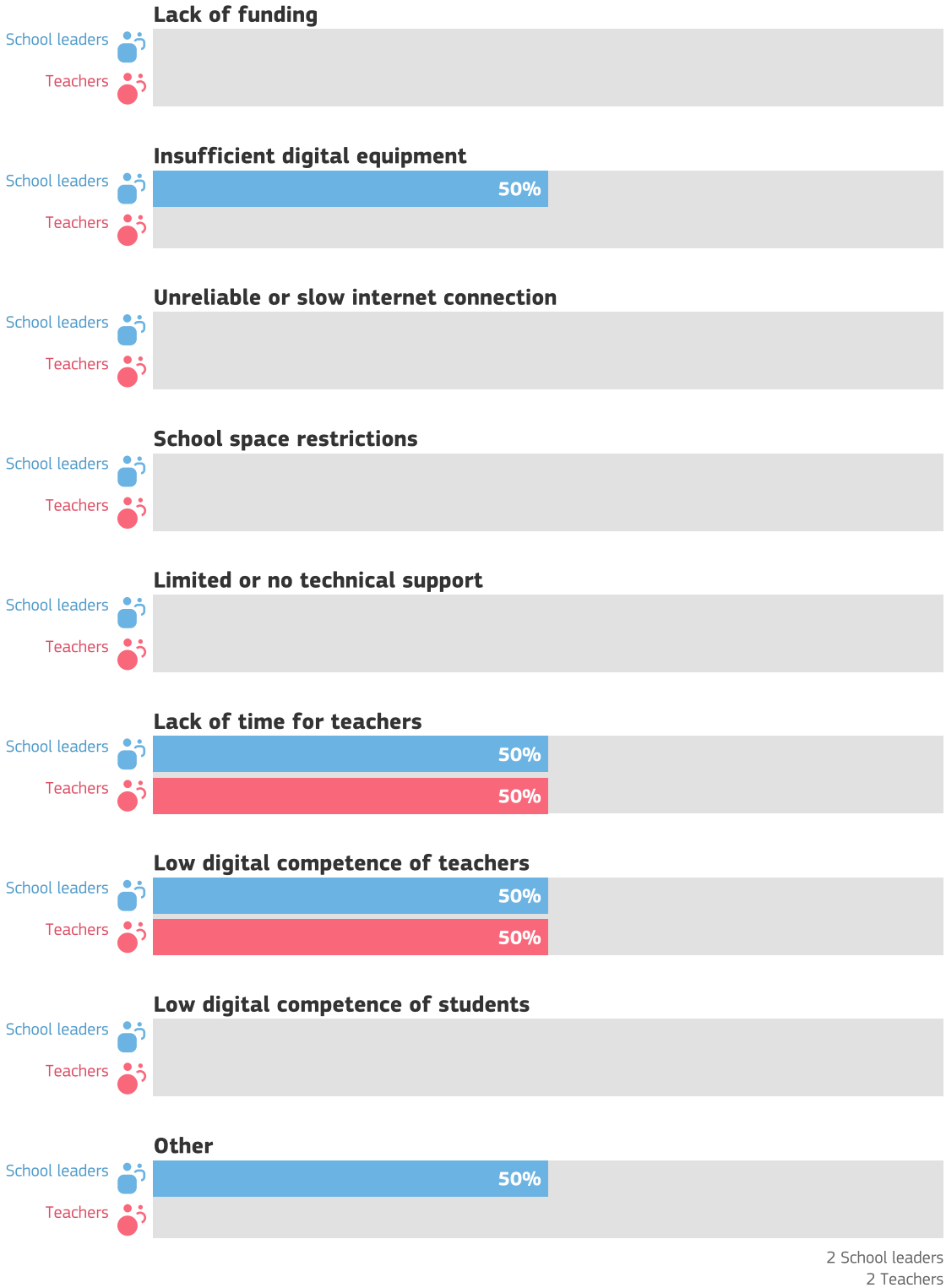
Use of technology

Student access to devices outside school

Student technical knowledge

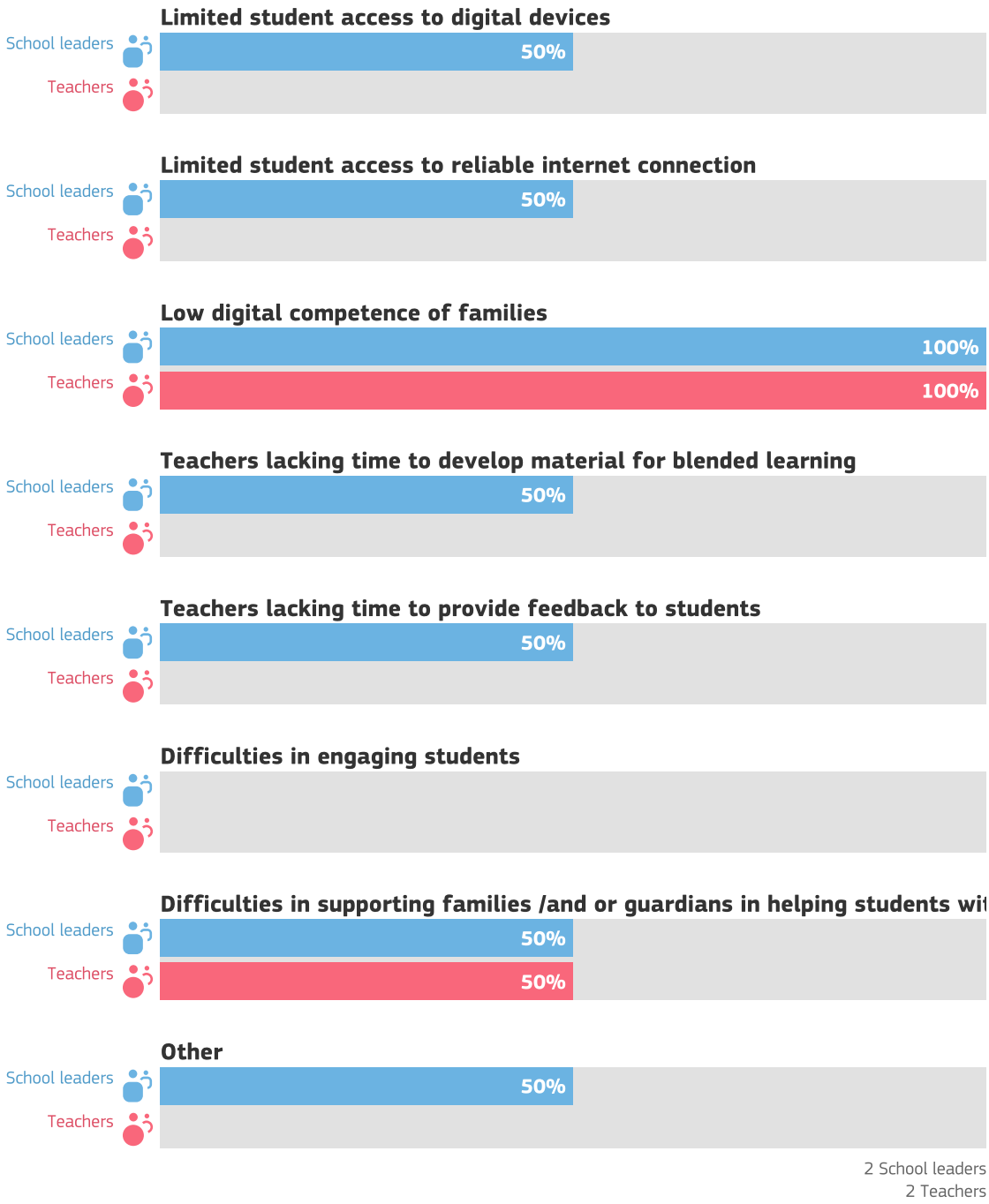
Factors inhibiting the use of technology

Is teaching and learning with digital technologies in your school negatively affected by the following factors?



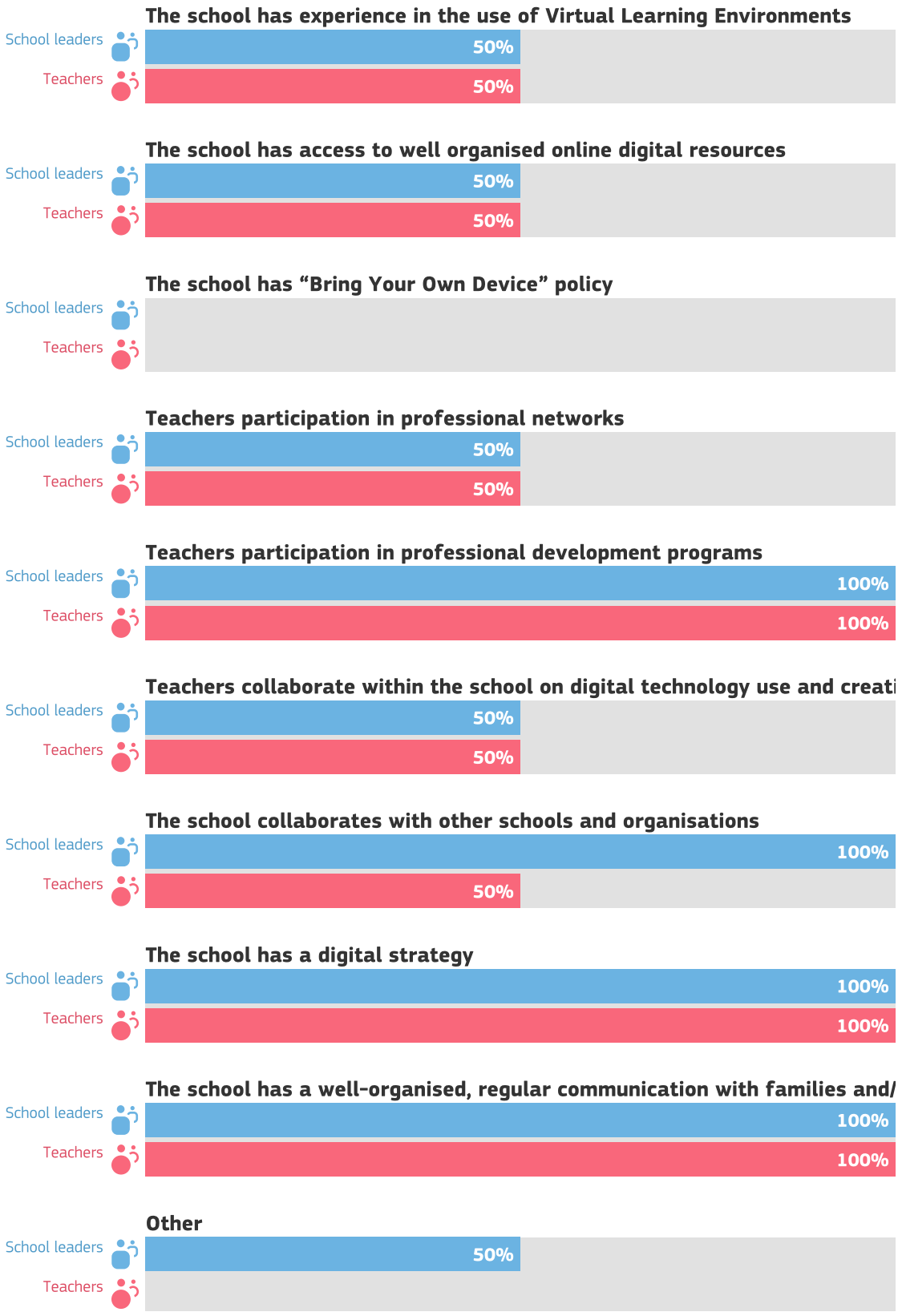
Negative factors for blended learning

Is blended learning negatively affected by the following factors?



Positive factors for blended learning

Is blended learning affected positively by any of the following factors?



2 School leaders
2 Teachers

Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

Teachers

Face-to-face professional learning



2 out of 2 teachers answered this question

Online professional learning



2 out of 2 teachers answered this question

Learning through collaboration



2 out of 2 teachers answered this question

Learning through professional networks



2 out of 2 teachers answered this question

In-house mentoring/coaching



2 out of 2 teachers answered this question

Other in-house training



2 out of 2 teachers answered this question

Study visits



2 out of 2 teachers answered this question

Accredited programmes



2 out of 2 teachers answered this question

Ratings

Not at all useful	1
Not useful	2
A little bit useful	3
Useful	4
Very useful	5

Confidence in using technology

How confident do teachers feel in using technology for the following tasks?

Teachers

Preparing lessons



2 out of 2 teachers answered this question

Class teaching



2 out of 2 teachers answered this question

Feedback and support



2 out of 2 teachers answered this question

Communication



2 out of 2 teachers answered this question

Ratings

Not at all confident	1
Not confident	2
A little bit confident	3
Confident	4
Very confident	5

Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

Teachers

Percentage of time for digital teaching



2 out of 2 teachers answered this question

Ratings

0-10%	1
11-25%	2
26-50%	3
51-75%	4
76-100%	5

Adoption of technology

Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

School leaders

Adoption of technology



2 out of 2 school leaders answered this question

Teachers

Adoption of technology



2 out of 2 teachers answered this question

Ratings

I tend to use digital technologies after the majority of my colleagues	1
I tend to use digital technologies at the pace of the majority of my colleagues	2
I tend to be an early adopter where I see clear benefits	3
I am usually among the innovators who try out new technologies	4

Use of technology

How do your students use technology in and out of school?

Students

Technology at school



27 out of 27 students answered this question

Technology at home for schoolwork



27 out of 27 students answered this question

Technology outside school for learning



26 out of 27 students answered this question

Technology at home for fun



27 out of 27 students answered this question

No technology outside school



27 out of 27 students answered this question

Ratings

Never or hardly ever	1
At least once a month but not every week	2
At least once a week but not every day	3
Up to one hour every day	4
More than one hour every day	5

Student access to devices outside school

Are your students able to access digital devices (computer, laptop, table, mobile phone) at home?

Students

Student access to devices outside school



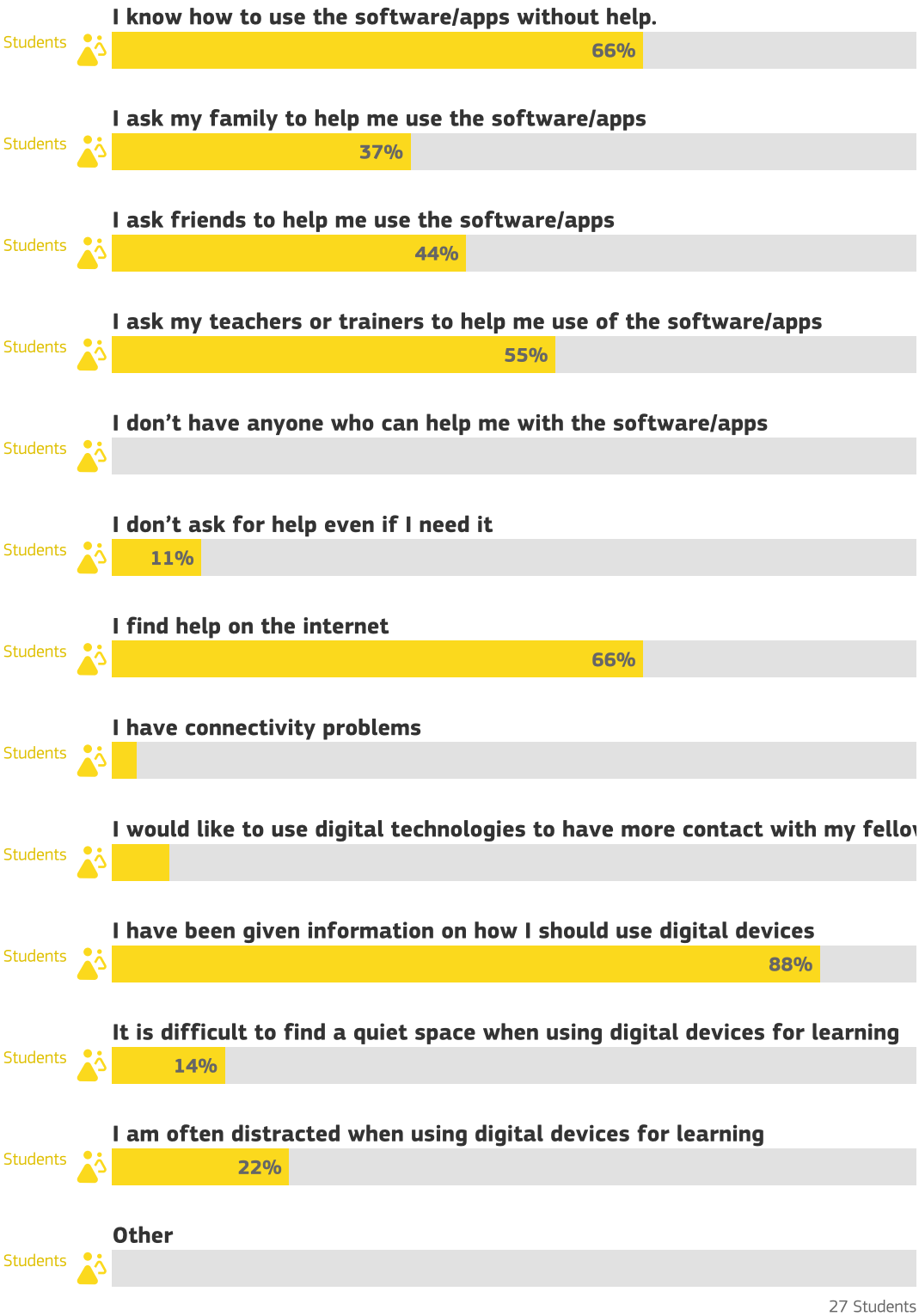
27 out of 27 students answered this question

Ratings

I don't have access to a digital device to use for my (school) work	1
I have access to a digital device but it is not suitable to use for my (school) work	2
There is a shared digital device at home which I can use for my (school) work but it is not always available when I need it	3
There is a shared digital device at home which I can use for my (school) work when I need it	4
I have access to a digital device that is suitable to use for my (school) work	5

Student technical knowledge

When lessons take place at home with digital technologies



27 Students



How to use the results

This report can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

We list some examples on how you can apply the school report looking at the section "Overview of areas":

- if one area (for example infrastructure or assessment) was given a low rating you may wish to make this a focus for improvement
- if one of the areas attracts the highest rating overall, it is a strength that could be investigated further to identify why this is working well and what could be improved further;
- if you see gaps between the views of students and teachers or teachers and school leaders this could be explored further.

Analysis and discussion can help your school create an action plan to improve the use of digital technologies for better teaching and learning. SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required.

Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.