

The self-review framework

Element 2 (Guidance)

Curriculum

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 2. It also includes questions and suggested evidence sources that you can consider to support your judgements. Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence. You may wish to use this prior to entering the information on the on-line matrix, but completion of the on-line self-review is essential before the school requests to be assessed for the ICT Mark.

This guide to the self-review framework can be used alongside the Becta printed level descriptors for Element 2 to help you decide where you are in your ICT development in the 'Curriculum' element.

Becta strongly recommends that you use the online tool rather than the paper version.

Element 2 - Curriculum

2a The planned ICT curriculum

This strand is concerned with the delivery of the planned ICT curriculum. This may be taught as a discrete subject, taught in the context of other subjects, or a mixture of both. This Framework does not recommend a particular approach (although where ICT is taught as a discrete subject there is an assumption that ICT capability will be applied subsequently in a variety of contexts across the curriculum) but is intended to enable schools to come to a judgement about whether an appropriate ICT curriculum is delivered to meet the national curriculum statutory requirements and to provide pupils with sufficient expertise to enable them to make effective use of ICT in other areas of the curriculum. There is an emphasis on effective planning and on consistent practices within the school which encourage pupils to demonstrate what they can do with ICT and apply their ICT capability in a wide range of learning experiences. The provision made for e-safety education is also included in this strand.

2a-1	The development of pupils' ICT capability	⇒ progress ⇒					
Our planning for the development of pupils' ICT ...		5	4	3	2	1	
meets statutory requirements	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
involves	few aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all aspects
covers differentiation	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
balances discrete and cross-curricular opportunities	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
provides opportunities for pupils	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
provides opportunities for creative use	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well

Guidelines / Questions

- | | |
|---|--|
| <ul style="list-style-type: none"> Is the ICT curriculum well planned and does it meet statutory requirements? To what extent do cross curriculum opportunities for pupils to use ICT contribute positively to the development of their ICT capability? Is there evidence of curriculum planning which distinguishes between pupils of varying abilities, aptitudes and interest in ICT? | <ul style="list-style-type: none"> Is the curriculum well managed and coherent (particularly when a large number of teachers are involved in its delivery)? Does the curriculum provide a wide range of challenging and relevant experiences for pupils? Are there sufficient opportunities for pupils to be creative with ICT? |
|---|--|

2a-2	Application of ICT capability across the curriculum	⇒ progress ⇒					
Planned opportunities for our pupils to apply and consolidate their ICT capability ...		5	4	3	2	1	
are identified	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
exist in	few subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all subjects
are provided for	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all pupils
extend their capability	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
use a range of technologies that are	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	wide-ranging

Guidelines / Questions

- | | |
|--|---|
| <ul style="list-style-type: none"> How does the school make effective arrangements for pupils' ICT capability to be applied in a variety of contexts across the curriculum? How effective is this cross-curriculum planning? | <ul style="list-style-type: none"> Oes yna gyfleoedd ar draws y cwricwlwm nid yn unig i gymhwyso sgiliau a gwybodaeth TGCh cyfredol ond i ddatblygu rhai newydd? Oes yna amrywiaeth eang o brofiadau TGCh ar gael, neu ydy TGCh wedi ei gyfyngu i ddim ond ychydig o gymwysiadau sylfaenol? |
|--|---|

Element 2 - Curriculum

2a The planned ICT curriculum

2a-3 The planned use of ICT to support learning and teaching		⇒ progress ⇒					
Plans that show our use of ICT to support learning and teaching ...		5	4	3	2	1	
are	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	comprehensive
are evident in	few curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the whole curriculum
are used by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
ensure e-safety education	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	effectively
use ideas which are	unoriginal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	innovative
are extended through new ideas	seldom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
Guidelines / Questions							
<ul style="list-style-type: none"> To what extent does subject planning identify where ICT can support learning and teaching? How consistent is this planning across the school? Do pupils expect to use ICT to support their learning in all subjects, or just in those where the teacher happens to be interested in ICT? Is the use of ICT embedded in curriculum schemes of work? 				<ul style="list-style-type: none"> What proportion of staff follow the recommendations in the school's planned curriculum about the use of ICT? What is the quality of ICT experiences for pupils when they use ICT to support their learning and how well has this been planned? In what way is the curriculum flexible in order to allow for innovative use of ICT? To what extent has the school implemented a programme of e-safety education for all pupils? 			

2a-4 Matching capability to opportunities		⇒ progress ⇒					
Opportunities for our pupils to use ICT that are matched to their capability ...		5	4	3	2	1	
are mapped across	few subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all subjects
are linked to ICT skill development	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
enable them to access the wider curriculum	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
enable them to benefit from ICT in their learning	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
Guidelines / Questions							
<ul style="list-style-type: none"> Do teachers across the curriculum have a good awareness of the ICT capability needed by pupils to make effective use of ICT to support their learning in the subject? How well matched are subject expectations of ICT capability and the ICT capability that pupils bring to lessons? 				<ul style="list-style-type: none"> What evidence is there to show that ICT teachers, and others, have planned the ICT curriculum with knowledge of appropriate applications in other subjects which will help pupils to consolidate and progress? 			

Element 2 - Curriculum

2a The planned ICT curriculum

2a-5 Recognition (and accreditation where applicable)		⇒ progress ⇒					
Formal recognition of our pupils' ICT skills and wider ICT capability ...		5	4	3	2	1	
takes place on a planned basis	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
includes accreditation, where appropriate	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
enhances learning across the curriculum	Rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
Guidelines / Questions							
<ul style="list-style-type: none"> How does the school recognise and celebrate pupils' achievements with ICT? Where relevant (usually at secondary school level) does the school provide opportunities for pupils to gain appropriate accreditation for their ICT capability? 				<ul style="list-style-type: none"> Where opportunities are provided, is this left to the interest of the individual pupils, or is there a clear school expectation about ICT accreditation and are choices matched to pupil capability and interest? To what extent does ICT accreditation impact on learning across the curriculum? 			

Suggested evidence (2a-1 to 2a-5):

The school's ICT policy, including e-safety, schemes of work and programmes of study. Individual subject or departmental schemes of work and/or ICT policy. Pupils' portfolios of work showing application of ICT in a variety of contexts. Evidence from teachers about the range of use of ICT in their teaching and their expectations of pupils. Evidence from school appraisal processes and monitoring of learning and teaching. Comparisons of subject demands or expectations of ICT and skill levels of pupils. School policy on internal recognition and celebration and external accreditation. Formal and informal pupil interviews. Accreditation targets and records.

Element 2 - Curriculum

2b Pupils' actual ICT experiences

This strand is concerned with what pupils actually experience in their classrooms as opposed to the previous strand which is mainly about what is planned for them – the two may not be the same! The strand helps schools make judgements about the range and quality of pupils' experiences.

2b-1 Breadth of development for ICT capability:		⇒ progress ⇒					
In developing a breadth of ICT capability...		5	4	3	2	1	
a wide range of applications is experienced by	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	all pupils
positive and appropriate experiences are provided for	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	all pupils
high level tasks are undertaken by	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	all pupils
an emphasis on knowledge skills and understanding of benefits	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	all pupils
challenging use of ICT is experienced by	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	all pupils
Guidelines / Questions							
<ul style="list-style-type: none"> What is the range of ICT applications experienced by pupils? How does the school know the range of ICT applications experienced by pupils? 				<ul style="list-style-type: none"> Are the separate elements of knowledge, skills and understanding appropriately emphasised? 			

2b-2 Breadth of other ICT experiences		⇒ progress ⇒					
Our pupils' actual experiences in the use of ICT to ...		5	4	3	2	1	
support their learning are of	low quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	high quality
support their learning are	infrequent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	very frequent
support their learning are	low quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	high quality
support teaching are	infrequent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	very frequent
support learning and teaching are	traditional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	imaginative
support their learning beyond school are	narrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	widespread
Guidelines / Questions							
<ul style="list-style-type: none"> In what ways do teachers make effective use of ICT to support their teaching? To what extent do pupils use ICT appropriately to support their learning? What is the balance between the use of ICT to support teaching and pupils' use of ICT in their learning and is the balance appropriate? Are the school's curriculum plans for ICT applied consistently across all subjects? 				<ul style="list-style-type: none"> What opportunities do pupils have to be innovative in their use of ICT? Are pupils developing independence with ICT? Are pupils developing creativity with ICT? What opportunities do pupils have to support their learning with ICT beyond the school? How do you know about the wider opportunities the pupils experience in ICT? 			

Element 2 - Curriculum

2b Pupils' actual ICT experiences

2b-3 Consistency of experiences		⇒ progress ⇒					
The number of our pupils that have consistent experiences ...		5	4	3	2	1	
to use and develop their ICT capability is	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
that are matched to their needs and ability is	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
that occur across the whole curriculum is	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
at other times and locations is	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	many
Guidelines / Questions							
<ul style="list-style-type: none"> What proportions of pupils have consistent ICT experiences to help them to use ICT and develop their ICT capability? To what extent are pupils' experiences with ICT well-matched to their interests and abilities? 				<ul style="list-style-type: none"> Do pupils have opportunities to use ICT to support their learning in all curriculum areas regardless of teaching group and subject? 			

Suggested evidence (2b-1 to 2b-3):

Evidence from teachers about their use of ICT in curriculum delivery. Subject or departmental planning and delivery records. Pupil assessment records. Portfolios of pupils' work. Formal or informal discussions with pupils about their classroom experience with ICT. Lesson observations and monitoring records.

Element 2 - Curriculum

2c Curriculum leadership and review

This strand is concerned with the way in which the curriculum is led, developed and reviewed. The curriculum is rarely static and, in the context of ICT in particular, it must adapt and respond to increased resourcing, new technologies and applications as they are developed. Professional practice is constantly changing too, as teachers understand more about how ICT can support learning and teaching. Strong and effective curriculum leadership ensures that review and development take account of these changes.

2c-1 Curriculum Leadership		⇒ progress ⇒					
Curriculum Leadership: Our curriculum leadership for ICT ...		5	4	3	2	1	
is pro-active in	few subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all subjects
is coordinated	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	across the whole school
keeps the curriculum up to date with changing practices and technologies	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always
encourages dynamic curriculum development	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very actively
Guidelines / Questions							
<ul style="list-style-type: none"> Who is responsible for ICT leadership at curriculum level? How effective is the ICT leadership in individual subject areas or departments? How is the ICT curriculum kept up to date as changes in technology are identified, or as new applications of ICT emerge? 				<ul style="list-style-type: none"> How are staff kept up to date with changes in the technology and new opportunities for applications in their subject area? 			

2c-2 Curriculum development		⇒ progress ⇒					
Our curriculum developments as a result of ICT are...		5	4	3	2	1	
welcomed by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
recognised as a need by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
fostered and embraced by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all staff
creative and innovative	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	often
Guidelines / Questions							
<ul style="list-style-type: none"> Is there a culture of curriculum development which responds to changes in technology? Do staff embrace changes as they are identified? 				<ul style="list-style-type: none"> Is the school creative and innovative in the way in which it responds to technological change? 			

Element 2 - Curriculum

2c Curriculum leadership and review

2c-3	Review of the curriculum	⇒ progress ⇒					
Our ICT curriculum review ...		5	4	3	2	1	
takes place	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
is planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematically
includes ICT capability	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
includes ICT across the curriculum	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
influences future planning	minimally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
includes pupil experiences	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
involves groups beyond school	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
Guidelines / Questions							
<ul style="list-style-type: none"> Is the ICT curriculum reviewed and kept up to date, both within ICT as a taught subject, and across the curriculum? How are these reviews planned for and undertaken? 				<ul style="list-style-type: none"> Are pupils' experiences with ICT kept under review and checked against what the technology will allow them to achieve? In what ways does curriculum review influence curriculum planning and design? 			

Suggested evidence (2c-1 to 2c-3):

The school's policy for curriculum review. The ICT policy. Schemes of work. Evidence of curriculum change over time as the school takes account of new technologies or new resources. Evidence from staff about attitudes to curriculum change. Evidence of changing pupil activities with ICT. Evidence of curriculum review activities. Minutes of governors' meetings. Monitoring of learning and teaching.