

The self-review framework Learning and teaching

This printed self-review framework is available to help you get an overview of the Learning and teaching element. The descriptors will help you decide where you are in your ICT development and the online tool will allow you to:

- Record your judgements
- Benchmark where you are compared to other schools

The online tool will also

- Provide suggested actions to help you move forward
- Suggest support links to help you




We strongly recommend that you use the online tool rather than this paper version at www.becta.org.uk/schools/selfreviewframework



Teachers' planning, use and evaluation


1 of 6 Planning for ICT in learning and teaching

- Level 5** There is little planning for the use of ICT in learning and teaching because most staff are uncertain about identifying appropriate opportunities.
- Level 4** Some staff plan for the use of ICT but overall there is much variability in their confidence to do so.
- Level 3** Many staff have the confidence to identify opportunities for the use of ICT and regularly build this into their planning.
- Level 2**  Most staff know when, and when not, to use ICT and this leads to effective planning. A few staff go beyond this and plan opportunities to extend learning and teaching.
- Level 1** All, or nearly all, staff know when, and when not, to use ICT. This leads to school-wide, high-quality and creative planning.

2 of 6 Planning for ICT as a means of promoting inclusion


- Level 5** No explicit links have been made at whole-school level between ICT and inclusion. Where ICT does aid inclusion this is not identified and shared with other staff.
- Level 4** The school's policy on inclusion pays little or no attention to the potential of ICT to enable and extend the learning of different groups of pupils. Examples of ICT helping pupils to gain access to learning are patchy and unplanned.
- Level 3** The policy for inclusion fully recognises the role of ICT in enabling and supporting learning. Staff are aware of its potential, but are not always able to fulfil school aims due to lack of training or resource availability.
- Level 2**  Most staff plan appropriately for ICT to support the full range of pupils in enabling or widening their access to learning. The special needs of many pupils are met, at least in part, through the use of ICT.
- Level 1** All, or nearly all, staff take a proactive role in identifying how ICT can be used to enable and broaden access to learning within and beyond the school for a wide range of learning needs.

3 of 6 Building on prior learning


- Level 5** Minimal account is taken of pupils' prior ICT learning or experience when planning lessons involving ICT. Planning is not informed by relevant assessment evidence.
- Level 4** Some account is taken of previous ICT learning when planning the use of ICT but many pupils have to repeat unnecessarily ICT learning or activities. Planning is sometimes informed by relevant assessment evidence.
- Level 3** Most teachers' planning builds on pupils' experiences and relevant assessment evidence but some pupils are unchallenged by ICT work.
- Level 2**  Teachers routinely build on pupils' previous ICT experiences and relevant assessment evidence when planning learning experiences for pupils.
- Level 1** Pupils' learning with ICT always takes account of, and builds on, prior ICT experiences and relevant assessment evidence.

Teachers' planning, use and evaluation


4 of 6 Extent of ICT use for learning and teaching

- Level 5** There is little ICT use in lessons to support learning and teaching.
- Level 4** There are pockets of use of ICT within learning and teaching, but provision is dependent on individual teachers and/or curriculum area.
- Level 3** ICT is used to support learning and teaching across some curriculum areas, classes and key stages.
- Level 2**  The use of ICT to support learning and teaching is widespread and frequent.
- Level 1** ICT is a frequent and natural part of learning and teaching for all pupils across all, or nearly all, curriculum areas and year groups.

5 of 6 Quality of use of ICT for learning and teaching


- Level 5** Any ICT use is incidental rather than planned and its use results in little benefit to learning and teaching.
- Level 4** ICT is mainly used to replace traditional teaching approaches, with a focus on superficial gains such as presentation.
- Level 3** Many staff use ICT to engage and motivate pupils in their learning through more varied approaches and resources, leading to more active and interactive learning experiences.
- Level 2**  Most staff use ICT to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods.
- Level 1** All, or nearly all, staff use ICT to provide opportunities for creative and independent learning that extend pupils' capacity to learn for themselves both within and beyond the school.

6 of 6 Ongoing critical evaluation


- Level 5** Staff rarely make critical judgements about the use of ICT in their teaching and its impact on pupils' learning.
- Level 4** Some staff evaluate critically the use of ICT in their teaching and its impact on pupils' learning but this is not characteristic of practice across the school.
- Level 3** Many staff can evaluate critically the use of ICT in their teaching and its impact on pupils' learning, but do not do so routinely. Within some curriculum areas, staff work together to share critical evaluation of their practice.
- Level 2**  Most staff make regular critical evaluations of the use of ICT in their teaching and its impact on pupils' learning and share this with colleagues.
- Level 1** The school's reflective culture ensures the routine evaluation of learning and teaching and the impact of ICT is an integral part of this. Staff identify the benefits that derive from specific uses of ICT and routinely share this with colleagues within and beyond the school.

Learning with ICT

1 of 3 Pupils' learning with ICT

- Level 5** Pupils make no decisions of their own as to when ICT may be the most effective medium for any of their work. They have no expectation about using ICT as a natural part of their learning.
- Level 4** Some pupils make decisions about when to employ ICT in some subjects but often lack confidence to transfer their ICT capability to new situations. Some pupils have little expectation about using ICT as a natural part of their learning.
- Level 3** Many pupils make informed decisions about when to use ICT and are able to transfer their ICT capability to new situations. They have growing expectations about using ICT to support their learning.
- Level 2**  Most pupils make informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have clear expectations about using ICT to support their learning.
- Level 1** All or nearly all pupils make regular informed decisions across the curriculum about when to use ICT and are confident to transfer their ICT capability to new situations. They have high expectations about using ICT to support their learning both within and beyond the school.


2 of 3 Effective and safe use of digital resources

- Level 5** Few pupils have skills or awareness that enable them to locate, access and make effective use of digital resources. They are unaware of the issues relating to safe and responsible use of ICT.
- Level 4** Some pupils have skills and awareness that enable them to access, and make some use of, digital resources. They are aware of the issues relating to safe and responsible use of ICT.
- Level 3** Many pupils are able to access and use digital resources but are not always aware of how to use these resources effectively to support their learning. They are aware of the issues relating to safe and responsible use of ICT and adopt some appropriate practices.
- Level 2**  Most pupils have a good range of skills that enable them to access and make effective use of digital resources to support their learning. They understand the issues relating to safe and responsible use of ICT and adopt appropriate practices.
- Level 1** All, or nearly all, pupils have the full range of skills and understanding that ensure effective and appropriate use of a wide range of digital resources. They understand the issues relating to safe and responsible use of ICT and adhere to appropriate practices both within and beyond the school.

Learning with ICT


3 of 3

Pupils' understanding about their learning with ICT


- Level 5** Pupils are generally unable to identify or articulate how the use of ICT supports their learning.
- Level 4** Pupils seldom reflect or talk about how their use of ICT supports their learning. They find it difficult to give examples that link ICT practice with impact on learning.
- Level 3** Pupils are beginning to reflect on how ICT supports their learning. Some can discuss elements of this when prompted, and sometimes use examples drawn from their own experience.
- Level 2**  Pupils have a good understanding of how their use of ICT improves learning. They are able to explain, with examples, how they use ICT and the impact this has on their achievements.
- Level 1** Pupils have a deep understanding about how their use of ICT supports and enhances their learning both within and beyond school. They can readily identify examples of where ICT has made a difference to their learning and achievements.

Leadership of learning and teaching

1 of 3 Leadership of learning and teaching with ICT


- Level 5** There is no clear leadership which promotes the effective use and evaluation of ICT for learning and teaching.
- Level 4** Some subject leaders are aware of, and may promote, the use of ICT for learning and teaching and evaluate its effectiveness but there is no co-ordinated approach across the school.
- Level 3** Many subject leaders promote, develop and evaluate the effective use and impact of ICT in their subject. This is beginning to be led strategically, with some co-ordination across the school, but implementation is variable.
- Level 2**  There is an agreed whole-school approach to the use and critical evaluation of the impact of ICT in teaching and learning. This is led strategically by the senior leadership team, promoted by all subject leaders and consistently implemented.
- Level 1** There is strong strategic leadership at all levels which actively encourages the development and evaluation of new and creative practices in the use of ICT for learning and teaching. This ensures consistently high-quality implementation.

2 of 3 Transfer and transition

- Level 5** Pupils' ICT experience does not feature in arrangements for transfer and transition between years, phases, key stages and schools.
- Level 4** Transfer and transition arrangements between years, phases, key stages and schools pay little attention to pupils' ICT learning.
- Level 3** Some effort is made to share information about ICT experiences at transfer and transition between years, phases, key stages and schools, but little practical use is made of this information.
- Level 2**  The school has a policy that underpins and promotes continuity of ICT learning at transfer and transition between years, phases, key stages, schools and partners.
- Level 1** The school is imaginative and proactive in ensuring that there is continuity of experience between years, phases, key stages, schools and partners.

Leadership of learning and teaching

3 of 3 **Developing practice with ICT**

- Level 5** Staff are not encouraged or prepared to explore with new technologies or practices.
- Level 4** A few staff may try new ideas but the outcomes are not generally shared or used in future curriculum planning.
- Level 3**  Some new practices with ICT are being developed and these are mostly well planned. The outcomes are shared within the school.
- Level 2** New practices with ICT are regularly developed and these are consistently well planned and evaluated. Outcomes are shared widely and reviewed so that they may be built into future curriculum developments.
- Level 1** There is a strong culture of planned and evaluated innovation which encourages all staff to take calculated risks in pushing the boundaries of the use of ICT.