

## The self-review framework

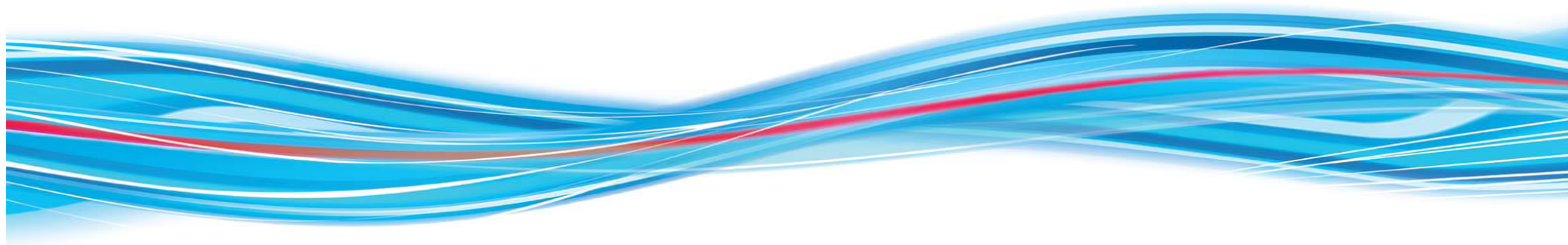
### Element 4 (Guidance)

## Assessment

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 4. 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 Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence.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 4 to help you decide where you are in your ICT development in the 'Assessment' element.

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



## Element 4 - Assessment

### 4a Assessment of, and with, ICT

This element has a single strand which is concerned with the way in which ICT capability is assessed. (ICT capability is much broader than acquiring a set of technical competencies in software applications, although clearly these are important. ICT capability involves the appropriate selection, use and evaluation of ICT. In essence, pupils need to know what ICT is available, when to use it and why it is appropriate for the task). There are two contexts for this assessment: one is the context of ICT as a discrete subject and the other is the context of ICT use in other subjects. Note that, in this strand, the assessment in both cases is of ICT capability and this should not be confused with subject assessment. The strand also helps schools to consider whether they are making effective use of ICT to manage the assessment process.

Pupils will make progress only if they and their teachers have a good understanding of their strengths and weaknesses and the standards for which they should be aiming. Reliable assessment procedures coupled with effective dialogue are essential in this respect. The Framework makes no assumptions about the mechanisms which teachers put in place to assess pupils' work, nor about how assessment should be recorded. What it does do is help define the key characteristics of effective assessment and link this to planning for improvement.

4a-1 Reliability		⇒ progress ⇒				
The assessment of our pupils' ICT capability is ...		5	4	3	2	1
undertaken	infrequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
secure	unreliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
appropriately recorded	seldom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
coordinated and uses examples from	ICT lessons only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
moderated	within school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Guidelines / Questions</b>						
<ul style="list-style-type: none"> <li>Are coherent and consistent systems in place to enable the school to make reliable assessments of pupils' ICT capability?</li> <li>How does the school ensure that assessment of ICT capability takes account of ICT both as a discrete subject and its application in other subjects?</li> <li>What does the school do to ensure consistency of standards when ICT is assessed in many different subject contexts?</li> </ul>			<ul style="list-style-type: none"> <li>Is there any moderation of assessment processes and outcomes within the school?</li> <li>Does the school attempt to moderate standards with other schools in order to test its own standards and practices?</li> </ul>			

## Element 4 - Assessment

### 4a Assessment of, and with, ICT

4a-2 Self- and peer- assessment		⇒ progress ⇒					
Our pupils' self and peer assessment of their ICT work ...		5	4	3	2	1	
occurs	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
includes	their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	others
impacts on improvement	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
involves them in identifying criteria	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
is integral to their learning	only in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	in and beyond school
gives outcomes that are	unreliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	accurate
Guidelines / Questions							
<ul style="list-style-type: none"> <li>To what extent are pupils involved in self-assessment of their ICT capability?</li> <li>Is self-assessment limited to basic skills development or are pupils enabled to make judgements about the overall quality of their ICT work, the standards they have achieved and what they need to do to improve further?</li> <li>Can pupils define their own criteria for success? Are they sufficiently knowledgeable about ICT to be able to set themselves high standards?</li> </ul>				<ul style="list-style-type: none"> <li>Are pupils engaged in assessment of others' work in a constructive and well-informed manner? Can they discuss quality and standards of their own and others' work in order to improve?</li> <li>To what extent do pupils self-assess their use of ICT in work done beyond the school?</li> </ul>			

4a-3 Dialogue		⇒ progress ⇒					
Staff engagement in dialogue with pupils about their ICT capability ...		5	4	3	2	1	
is undertaken by	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all staff
occurs	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	regularly
impacts on pupils	minimally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	significantly
provides detail and quality that is	low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	high
Guidelines / Questions							
<ul style="list-style-type: none"> <li>Is there sufficient expertise amongst the staff for there to be effective and well-informed dialogue about ICT capability?</li> <li>To what extent can all staff assess ICT capability reliably and help pupils improve?</li> </ul>				<ul style="list-style-type: none"> <li>Is dialogue about ICT capability consistent across the school?</li> <li>What is the quality of feedback to pupils about their ICT work?</li> <li>Are targets for improvement set and, if so, by whom?</li> </ul>			

## Element 4 - Assessment

### 4a Assessment of, and with, ICT

4a-4 Using ICT to support assessment		⇒ progress ⇒					
Our use of ICT to support pupil assessment and achievement ...		5	4	3	2	1	
involves	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all staff
involves	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all pupils
involves a range of practices that is	narrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	wide
involves a range of technologies that is	narrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	wide
uses online storage of pupils	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	often
Guidelines / Questions							
<ul style="list-style-type: none"> <li>To what extent and how often does the school make effective use of ICT to support assessment procedures?</li> <li>What proportion of staff are sufficiently confident to make use of assessment systems that are available in the school?</li> <li>What opportunities do pupils have to use ICT to record their achievements?</li> </ul>				<ul style="list-style-type: none"> <li>Is there a range of assessment practice and activities, supported by ICT?</li> <li>To what extent are pupils encouraged to record a wide range of electronic evidence to demonstrate their ICT achievements?</li> <li>How is this done? Is effective use made of this resource?</li> </ul>			

4a-5 Targets for improving ICT capability		⇒ progress ⇒					
Targets for improving ICT capability are ...		5	4	3	2	1	
set for individuals pupils	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
set for the whole school	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always
tracked	superficially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	rigorously
set to be	unchallenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	challenging
Guidelines / Questions							
<ul style="list-style-type: none"> <li>Does the school set whole-school and individual targets for ICT attainment?</li> <li>Who are the targets shared with?</li> <li>Are numeric targets translated into actions for cohorts, classes and individual pupils?</li> </ul>				<ul style="list-style-type: none"> <li>Are such targets used to drive improvement for pupils?</li> <li>How effective is the tracking of pupils' progress against targets?</li> <li>Are the targets set for the school challenging and understood by all staff?</li> </ul>			

#### Suggested evidence (4a-1 to 4a-5):

The school's assessment policy. The school's ICT policy. Evidence from moderation exercises with other schools or within the school. Evidence from subject leaders or departments about their capacity to assess ICT capability and provide reliable feedback to pupils. Evidence from pupils about their self-assessment and peer-assessment practice. Evidence of use of school ICT systems to record and manage assessment. Evidence drawn from school ICT systems. Evidence of targets set, tracking processes and the impact of these for individual pupils. Evidence of pupil portfolios of work.