

The self-review framework Impact on pupil outcomes

This printed self-review framework is available to help you get an overview of the Impact on pupil outcomes 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




Pupils' progress in ICT capability


1 of 3 Pupils' progress in ICT capability across the key stages

- Level 5** Few pupils make satisfactory progress in their ICT capability across key stages.
- Level 4** Many pupils make satisfactory progress in ICT capability in each key stage, but a significant number make insufficient progress in some aspects.
- Level 3**  Most pupils make satisfactory progress in ICT capability in each key stage but a few make insufficient progress in some aspects.
- Level 2** Most pupils make good progress in all aspects of ICT capability in each key stage.
- Level 1** Most pupils make outstanding progress in all aspects of ICT capability in each key stage.

2 of 3 ICT progress of different groups (e.g. by gender, ethnicity, social disadvantage etc)


- Level 5** The school has no information about the ICT progress made by different groups of pupils.
- Level 4** The school has little information on the ICT progress of different groups of pupils and therefore is unsure about the ICT progress made by the pupils in these groups.
- Level 3** Information is available on the ICT progress of several different groups of pupils which shows that most pupils in these groups make appropriate ICT progress.
- Level 2**  Information is available on the ICT progress of a wide range of different groups of pupils which shows that all, or nearly all, pupils in these groups make at least appropriate ICT progress.
- Level 1** Comprehensive information is available on the ICT progress of a wide range of different groups of pupils which shows that all, or nearly all, of the pupils in these groups make at least good ICT progress.

3 of 3 Independence in working with ICT


- Level 5** Few pupils have developed their ICT capability to a stage of being confident to apply it independently.
- Level 4** Some pupils may respond well in ICT lessons but most are not confident to take their learning forward independently.
- Level 3** Many pupils have started to develop their confidence to make independent use of ICT although this is variable.
- Level 2**  Most pupils have reached high levels of confidence to use and apply ICT independently and where appropriate.
- Level 1** All, or nearly all, pupils have reached high levels of confidence and independence to apply and develop their use of ICT.

Pupils' progress more widely


1 of 3 Breadth and range

- Level 5** Limited and inconsistent use of ICT means that it has little impact on pupils' progress across curriculum areas.
- Level 4** The narrow range of ICT use limits its impact on pupils' progress across curriculum areas.
- Level 3** Many pupils use ICT to extend and improve their learning across a few curriculum areas and in a range of contexts. This improves their progress in some areas.
- Level 2**  Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts.
- Level 1** ICT has a visible and frequent impact on the learning of all, or nearly all, pupils across most curriculum areas and in a wide range of contexts.

2 of 3 Thinking and learning skills


- Level 5** Pupils' application of existing ICT skills has no impact on the development of their thinking and learning skills.
- Level 4** Pupils sometimes develop their thinking and learning skills through the use of ICT, but progress is inconsistent.
- Level 3**  ICT regularly contributes to progress in the development of thinking and learning skills for many pupils.
- Level 2** ICT systematically contributes to the development of thinking and learning skills for most pupils.
- Level 1** The innovative use of ICT is a significant contributory factor to progress in the development of thinking and learning skills for most pupils.

3 of 3 Creativity


- Level 5** The use of ICT has no impact on the development of pupils' creativity.
- Level 4** Pupils sometimes develop their creative abilities through the use of ICT but progress is inconsistent.
- Level 3**  Pupils regularly widen their creative abilities through their use of ICT in some subjects.
- Level 2** Pupils extend their creative abilities on a regular basis through the use of ICT across most subjects.
- Level 1** Pupils make outstanding progress in the development of their creative abilities through the widespread and innovative use of ICT.

Attitudes and behaviour

1 of 3 Attitudes to learning

- Level 5** The use of ICT has no discernible impact on pupils' general attitude to learning.
- Level 4** The use of ICT has little impact on pupils' general attitude to learning. They are becoming more interested in learning through ICT but ICT has not affected their self-esteem or their approaches to investigating, solving problems or learning from their mistakes.
- Level 3** The use of ICT has some impact on pupils' general attitude to learning. For many pupils the use of ICT has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. This has helped these pupils to develop their self-esteem.
- Level 2**  The use of ICT has clear impact on pupils' general attitude to learning, including their self-esteem. For most pupils the use of ICT has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. They pay more attention to detail in their work.
- Level 1** The use of ICT has significant impact on pupils' general attitude to learning. For all, or nearly all, pupils the use of ICT has had a major impact on their self-esteem, enthusiasm, engagement and approach to learning within, and beyond the school.


2 of 3 Engagement in learning

- Level 5** Pupils do not engage or collaborate sensibly with others when using ICT. Some distract other users. Pupils show little respect for others' work, feelings, values and beliefs.
- Level 4** Pupils are beginning to engage or collaborate sensibly with others when using ICT. Some show respect for others' work, feelings, values and beliefs.
- Level 3** When using ICT, pupils mostly engage or collaborate effectively with others, but some may lose interest when they encounter a problem. They show respect for others' work, feelings, values and beliefs.
- Level 2**  When using ICT, pupils engage or collaborate and generally sustain attention. Most show sensitivity and respect for others' work, feelings, values and beliefs.
- Level 1** When using ICT, pupils engage or collaborate effectively, sustain attention and show tenacity. They show sensitivity and respect for others' work, feelings, values and beliefs.

Attitudes and behaviour

3 of 3

Motivation

- Level 5** Pupils show no interest in their own or others' use of ICT. ICT has little or no impact on their concentration and motivation.
- Level 4** Pupils show some interest when using ICT, but little enthusiasm for it. For many pupils the use of ICT for teaching or learning has limited impact on their concentration or motivation.
- Level 3** Some pupils show interest and curiosity when they or others are using ICT. This helps them to explore and exploit the potential of ICT. A growing number can sustain concentration and independent study for short periods.
- Level 2**  Many pupils show interest, enthusiasm and curiosity when they or others are using ICT. This encourages them to explore the potential of ICT both in and out of school. It helps them to sustain concentration and study independently.
- Level 1** Most pupils using ICT show interest, enthusiasm and innovation, which drives them to explore the potential of ICT both in and out of school. They regularly sustain concentration and independent study.