

The self-review framework

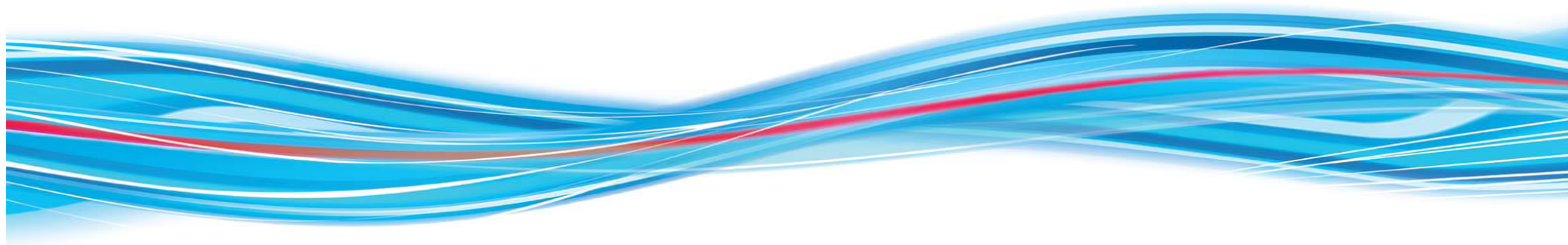
Element 8 (Guidance)

Impact on pupil outcomes

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 8. 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 Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence.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 8 to help you decide where you are in your ICT development in the 'Impact on pupil outcomes' element.

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



Element 8 - Impact on Pupil Outcomes

8a Pupils' progress in ICT capability

This strand is concerned with the progress pupils make in ICT capability. (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). It seeks to gauge the extent to which there is progress over time for all groups of pupils across all years and key stages. Such progress is the 'distance' travelled in terms of gains in ICT knowledge, skills and understanding. It will also consider learner progress in relation to prior attainment, including significant variations between groups of learners. The strand also considers how independent pupils are in their ability to apply their ICT capability.

8a-1 Pupils' progress in ICT capability across the key stages		⇒ progress ⇒					
The key stage progress in ICT capability...		5	4	3	2	1	
made by most pupils is	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	outstanding
occurs across	in few aspects of ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all aspects of ICT
Guidelines / Questions							
<ul style="list-style-type: none"> How does the school know what proportion of pupils are doing as well as they can? What is the extent of pupils' key stage progress in terms of their ICT capability? Do pupils make good progress in all aspects of their ICT capability? 				<ul style="list-style-type: none"> How does the school record and use measures of pupil progress? How is ICT capability assessed and recorded? 			

8a-2 ICT progress of different groups		⇒ progress ⇒					
Our knowledge of the progress made by different groups of pupils ...		5	4	3	2	1	
is based on information that is	minimal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	comprehensive
is	insecure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	secure
shows that in some groups progress is	mostly poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always good
shows that in all groups progress is	mostly poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	always good
Guidelines / Questions							
<ul style="list-style-type: none"> How does the school gather and record the progress made by different groups of pupils? Are there undue differences in the progress among different groups of pupils? How is this measured and recorded? 				<ul style="list-style-type: none"> How good is the progress of disadvantaged groups compared to other groups? Are the most able pupils being stretched? Are there opportunities planned to meet the needs of different groups of pupils? 			

Element 8 - Impact on Pupil Outcomes

8a Pupils' progress in ICT capability

8a-3 Independence in working with ICT		⇒ progress ⇒					
Pupils' confidence to apply ICT independently is...		5	4	3	2	1	
at a level that is	low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	high
shown by	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all pupils
evident	in ICT lessons only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	across the curriculum
Guidelines / Questions							
<ul style="list-style-type: none"> To what extent do pupils demonstrate confidence in making independence in their use of ICT? How does the school measure the levels of pupil confidence and independence in their use of ICT? 				<ul style="list-style-type: none"> What opportunities are there for pupils to develop their independent use of ICT? Are independent uses of ICT identified in schemes of work and curriculum planning? 			

Suggested evidence (8a-1 to 8a-3):

Pupils' portfolios of pupils' work showing the application of ICT in a variety of contexts. Pupil records of achievement. Discussions with teachers, and other evidence, of the range of independent use of ICT in pupil learning. Formal and informal pupil interviews. Schemes of work, programmes of study and other curriculum planning. Individual subject or departmental schemes of work. Accreditation targets and records. Lesson observations and monitoring records.

Element 8 - Impact on Pupil Outcomes

8b Pupils' progress more widely

This strand is concerned with the broader progress pupils make in terms of improving learning through a wide range of ICT experiences across the curriculum. Where schools have fully embraced the potential of ICT they will also be using it as a tool for the development of pupils' wider learning skills, such as creativity, problem solving and thinking skills and embedding these within curriculum planning and practice for all pupils.

8b-1 Breadth and range		⇒ progress ⇒					
The use of ICT to support pupils' wider progress ...		5	4	3	2	1	
occurs in	few curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all curriculum areas
happens in a range of contexts which is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very wide
occurs	inconsistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	consistently
extends and improves learning	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
impacts on	few pupils	<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"> To what extent does ICT extend and improve learning across the curriculum? How does the school ensure a wide range of learning opportunities are experienced by pupils? 				<ul style="list-style-type: none"> What is the range of ICT opportunities available to pupils? Are opportunities to use ICT available, and used, in all curriculum areas? How does planning support a breadth and range of ICT opportunities across the curriculum? 			

8b-2 Thinking and learning skills		⇒ progress ⇒					
The use of ICT contributes to the development of pupil's thinking and learning skills ...		5	4	3	2	1	
for	few pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all pupils
occurs	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
impacts on their progress	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
in innovative ways	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
Guidelines / Questions							
<ul style="list-style-type: none"> To what extent do pupils use ICT appropriately to develop their learning skills? How are pupils developing independence and creativity with ICT? What opportunities are there for pupils to develop thinking skills through the use of ICT? 				<ul style="list-style-type: none"> How are these opportunities planned for and evaluated? What opportunities do pupils have to develop their learning with ICT beyond the school? 			

Element 8 - Impact on Pupil Outcomes

8b Pupils' progress more widely

8b-3 Creativity		⇒ progress ⇒					
ICT is used to extend the development of our pupils' creativity ...		5	4	3	2	1	
occurring	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very frequently
in	few subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all subjects
in innovative ways	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	frequently
resulting in progress that is	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	outstanding
Guidelines / Questions							
<ul style="list-style-type: none"> What opportunities do pupils have to be creative in their use of ICT? What examples can the school give of pupils developing their creativity through the use of ICT? 				<ul style="list-style-type: none"> What proportion of pupils have ICT experiences that help them develop their creativity? How do the school's curriculum plans for ICT allow pupils to develop their creativity across all subjects? 			

Suggested evidence (8b-1 to 8b-3):

Evidence from teachers about pupil use of ICT across the curriculum. 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 8 - Impact on Pupil Outcomes

8c Attitudes and behaviour

This strand is concerned with the way that the regular use of ICT by pupils improves their attitudes towards their learning in general as well as their motivation and behaviour. It considers how pupils show interest, enthusiasm and curiosity and how these drive them to explore the potential of ICT both in, and beyond, the school.

8c-1 Attitudes to learning		⇒ progress ⇒					
ICT impacts on our pupils' general attitudes to learning through improvements in their ...		5	4	3	2	1	
self esteem	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
engagement and enthusiasm for learning	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
approaches to investigation and problem solving	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
refining of their work	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
learning from mistakes	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
critical reflection	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
attention to detail	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
learning beyond school	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all
Guidelines / Questions							
<ul style="list-style-type: none"> How does ICT contribute to pupils' positive attitudes to learning? How effective is the school in building on these attitudes to ensure positive impact on learning? What opportunities are there for developing pupils' self esteem through the use of ICT? How do the school's curriculum plans encourage pupils to investigate, solve problems and refine their work critically? 				<ul style="list-style-type: none"> For what proportion of pupils has the use of ICT had a positive impact on their attitudes to learning? How does the school measure attitudes to learning beyond the school? 			

8c-2 Engagement in learning		⇒ progress ⇒					
When using ICT, our pupils ...		5	4	3	2	1	
engage or collaborate with others	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
show sensitivity and respect for others	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
sustain their interest and attention	poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	very well
show tenacity in the way they work	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"> To what extent does ICT encourage collaboration, respect and good behaviour? How has the use of ICT improved pupils' behaviour? What examples can the school give of this in practice? 				<ul style="list-style-type: none"> How does the use of ICT contribute to the promotion of respect for others work, feelings, values and beliefs? What evidence has the school of this in practice? 			

- How does the school encourage and recognise collaboration when using ICT?

Element 8 - Impact on Pupil Outcomes

8c Attitudes and behaviour

8c-3	Motivation	⇒ progress ⇒					
ICT has a positive effect on our pupils'...		5	4	3	2	1	
	motivation	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	concentration	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	independent study	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	engagement	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	interest and curiosity	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	enthusiasm	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
	learning beyond school	few	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	all
Guidelines / Questions							
<ul style="list-style-type: none"> • Sut mae defnydd o TGCh wedi gwella cymhelliad disgyblion? Pa esiamplau all yr ysgol roi o hyn yn cael ei gyflawni'n ymarferol? • Ydy gwell cymhelliad drwy ddefnydd o TGCh wedi arwain at enillion addysgu i ddisgyblion? • Sut mae'r ysgol yn gwybod fod defnydd y disgyblion o TGCh wedi eu symbylu i addysgu tu hwnt i'r ysgol? 				<ul style="list-style-type: none"> • Oes yna dystiolaeth o well canolbwyntio pan fo disgyblion yn defnyddio TGCh? • Ydy defnydd o TGCh yn ysgogi disgyblion i ymchwilio i'w defnydd o TGCh, arloesi a dysgu'n annibynnol? All yr ysgol roi esiamplau o hyn yn cael ei gyflawni'n ymarferol? 			

Suggested evidence (8c-1 to 8c-3):

Lesson observation and discussions with pupils. Behaviour logs. 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 pupils' attitudes to learning, motivation and behaviour when using ICT. Evidence of changing pupil activities with ICT. Evidence from curriculum review activities. Minutes of governors' meetings. Discussions with staff, pupils and parents/carers. Achievement data (SATs, GCSE's NVQs etc) linked to pupils' use of ICT. Attendance records.