

# ICT Teaching and Learning Review

<p><b>When curriculum implementation is likely to be most effective:</b></p>	<p><b>When curriculum implementation is likely to be satisfactory &gt;&gt;&gt; less than satisfactory:</b></p>	<p><b>When curriculum implementation is likely to be least effective:</b></p>
<p><i>Teachers have an ability to use ICT effectively in the classroom. This means they ...</i></p> <ul style="list-style-type: none"> <li>• use and support the use of a range of ICT resources and applications in everyday classroom activities and at the appropriate NC levels for all pupils.</li> <li>• plan, deliver and support learning activities involving the selection and use of ICT at appropriate levels for all pupils.</li> <li>• use and support the use of a range of ICT resources and applications.</li> <li>• encourage pupils, through their use of ICT, to ask questions, solve problems and work collaboratively.</li> </ul>	<p><i>Teachers have some ability to use ICT effectively in the classroom. This means they ...</i></p> <ul style="list-style-type: none"> <li>• use ICT resources for some everyday classroom activities and usually at appropriate NC levels.</li> <li>• confidently use some ICT resources and applications.</li> <li>• sometimes encourage pupils through their use of ICT to ask questions, solve problems and work collaboratively.</li> </ul>	<p><i>ICT is not used effectively in the classroom. Evidence shows that ...</i></p> <ul style="list-style-type: none"> <li>• schemes of work do not refer to the use of ICT to enhance teaching and learning.</li> <li>• the choice of software/hardware is inappropriate to pupil needs.</li> <li>• pupils do not investigate, problem solve or work collaboratively in their use of ICT.</li> </ul>

<p><b>When curriculum implementation is likely to be most effective:</b></p>	<p><b>When curriculum implementation is likely to be satisfactory &gt;&gt;&gt; less than satisfactory:</b></p>	<p><b>When curriculum implementation is likely to be least effective:</b></p>
<p><i>Teachers have an ability to manage ICT effectively in the classroom. This means they...</i></p> <ul style="list-style-type: none"> <li>• Identify clear learning objectives in lesson plans and ensure that pupils know what they are expected to learn.</li> <li>• Ensure that teaching assistants are able to effectively support teaching and learning.</li> <li>• Manage resources effectively to ensure that learning objectives are met.</li> <li>• Provide differentiated activities for pupils.</li> <li>• Monitor and evaluate pupils' progress in developing ICT capability.</li> <li>• Provide opportunities for all pupils to make demonstrable progress in their use of ICT.</li> </ul>	<p><i>Teachers show some ability to manage ICT effectively in the classroom.</i></p> <ul style="list-style-type: none"> <li>• Learning objectives are identified in planning but are not always clear. Pupils are not always clear about what they are expected to learn.</li> <li>• Teaching assistants have some understanding of how to support effective teaching and learning.</li> <li>• The organisation of resources in the classroom usually ensures that all pupils meet learning objectives.</li> <li>• ICT tasks are sometimes differentiated to meet individual needs.</li> <li>• A system of monitoring/evaluating progress has been established in the school and some use of this is being made.</li> <li>• Progress in the development of ICT is evident through record keeping.</li> </ul>	<p><i>Teachers are not able to manage ICT effectively in the classroom.</i></p> <ul style="list-style-type: none"> <li>• Learning objectives are not clearly identified. Pupils are not clear about what they are expected to learn.</li> <li>• Teaching assistants are not able to support effective teaching and learning.</li> <li>• Resources are not organised appropriately so that all pupils meet learning objectives.</li> <li>• There is no evidence of effective assessment and recording systems to monitor progress in ICT.</li> </ul>

<p><b>When curriculum implementation is likely to be most effective:</b></p>	<p><b>When curriculum implementation is likely to be satisfactory &gt;&gt;&gt; less than satisfactory:</b></p>	<p><b>When curriculum implementation is likely to be least effective:</b></p>
<p><b>Teachers have an ability to ensure differentiation and progress. This means they...</b></p> <ul style="list-style-type: none"> <li>Effectively assess, record and report on their pupils' achievement in ICT.</li> <li>Use this process as the basis for cyclical planning to ensure pupil progress in developing ICT capability.</li> </ul>	<p><b>Some differentiated activities are planned based on prior knowledge of attainment in ICT.</b></p> <ul style="list-style-type: none"> <li>Some note may have been taken of what pupils can or cannot do, but this may not always have been systematically built into planning.</li> <li>Written plans/schemes of work give teachers some flexibility in planning their own day-to-day teaching, but day-to-day assessment is not used to build on prior learning.</li> </ul>	<p><b>Planning is not based on prior knowledge of pupils' attainment.</b></p> <ul style="list-style-type: none"> <li>Plans do not support planned progression through incorporating the outcomes of the assessment of pupils' prior learning.</li> <li>Plans are focused on routine coverage of the Programmes of Study and so allow no flexibility to enable effective and secure learning.</li> </ul>

<p><b>When curriculum implementation is likely to be most effective:</b></p>	<p><b>When curriculum implementation is likely to be satisfactory &gt;&gt;&gt; less than satisfactory:</b></p>	<p><b>When curriculum implementation is likely to be least effective:</b></p>
<p><i>Teachers have the capability to give them the confidence to use a range of appropriate ICT resources to enhance their professional efficiency, and update their skills and knowledge in the light of new developments. This means they...</i></p> <ul style="list-style-type: none"> <li>• Use and manage a range of ICT resources for information, access, development and presentation of materials, communication and management.</li> <li>• Reflect on, evaluate and develop their own ICT skills.</li> <li>• Seek out information and opportunities for updating their ICT skills.</li> </ul>	<p><i>Teachers have some ability, which allows them to use some ICT resources to enhance their professional efficiency, and update their skills and knowledge in the light of new developments. This means they...</i></p> <ul style="list-style-type: none"> <li>• Use and manage some ICT resources for information access, development and presentation of materials, communication and management.</li> <li>• Have a positive approach to developing their own ICT skills.</li> <li>• Are keen to receive support and attend ICT training.</li> </ul>	<p><i>Teachers have no ICT ability. This means they...</i></p> <ul style="list-style-type: none"> <li>• Are not able to manage ICT resources for information or to develop and present teaching materials.</li> <li>• Do not have a positive approach to developing their own ICT skills.</li> </ul>