

The self-review framework

Element 3 – Learning and teaching

This printed self-review framework is available to help you get an overview of the Learning and teaching element. Please be aware that the online version will be systematically updated so once printed we cannot guarantee this to be the most recent version.

These descriptors are to help you decide where you are in your ICT development, the online tool also provides further functionality:

- it will benchmark where you are compared with other schools
- it provides suggested actions to help you move forward
- it suggests support links to help you

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




Element 3 – Learning and teaching

3a Teachers' planning, use and evaluation


3a-1

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 planning, much of which is innovative.	


3a-2

Planning for ICT as a means of developing 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 for different groups of pupils. Many good examples of this can be identified and are shared within the school.	

3a-3

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/or builds on, prior ICT experiences and relevant assessment evidence.	

Element 3 – Learning and teaching

3a Teachers' planning, use and evaluation


3a-4

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 teacher and/or curriculum area dependent.
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.


3a-5

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.

3a-6

Ongoing critical evaluation


Level 5	Staff rarely make critical judgements about the use of ICT in learning or teaching.
Level 4	Some staff evaluate critically the impact ICT has had on learning and teaching but this is not characteristic of practice across the school.
Level 3	Many staff can evaluate critically the impact ICT has had on their teaching and 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 are able to evaluate critically the impact that ICT has had on learning and teaching 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 can identify the benefits that derive from specific uses of ICT and routinely share this with colleagues within and beyond the school.

Element 3 – Learning and teaching

3b Learning with ICT


3b-1

Pupils' expectations for the use of ICT

Level 5	Pupils have little expectation about using ICT as a natural part of their learning in school except in ICT lessons.
Level 4	There are few curriculum areas or occasions where pupils use, or expect to use, ICT. When they do use ICT they often lack the confidence to transfer their ICT capability to new situations.
Level 3	Pupils have growing expectations about the use of ICT and readily apply ICT when given the opportunity. Many are able to transfer their ICT capability to new situations. 
Level 2	Pupils have clear expectations about opportunities to use ICT and make full use of these when they arise. Most are confident and able to apply their ICT capability in new contexts.
Level 1	All, or nearly all, pupils have high expectations about the use of ICT whenever and wherever appropriate within and beyond school. They make links between different learning contexts and are able to apply and further develop their own ICT capability.


3b-2

Opportunities for pupils to choose to employ ICT

Level 5	Pupils make no informed decisions as to when ICT may be the most effective medium for their work.
Level 4	Pupils make some decisions about when to employ ICT in some subjects.
Level 3	Pupils make some decisions as to when to employ ICT but this is dependent on individual teachers rather than policy.
Level 2	In most curriculum areas/classes pupils are able to identify, select and employ ICT appropriately. 
Level 1	Pupils have widespread opportunities to make informed choices about when, and when not, to employ ICT in their work.

3b-3


Digital literacy skills

Level 5	Few pupils have skills or awareness that enable them to locate, access and make effective use of web-based information and learning resources.
Level 4	Some pupils have skills and awareness that enable them to access, and make some use of, web-based information and learning resources.
Level 3	Many pupils have some skills and understanding that enable them to access and use web-based information and learning resources. Many are not aware of how to effectively use these resources to support their learning.
Level 2	Most pupils have a good range of skills that enable them to access and use web-based resources to support their learning. They are fully aware of key issues for using web-based information and resources. 
Level 1	All, or nearly all, pupils have high levels of digital literacy skills and understanding that ensure highly effective and appropriate use of a wide range of web-based resources both within, and beyond, the school.

3b Learning with ICT

3b-4

Pupils' response


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.

Element 3 – Learning and teaching

3c Leadership of Learning and Teaching


3c-1

Leadership of learning and teaching with ICT

Level 5	There is no clear leadership which promotes the effective use 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 but there is no coordinated approach across the school.	
Level 3	Many subject leaders promote and develop effective use of ICT in their subject. This is beginning to be led strategically, with some coordination across the school but implementation is variable.	
Level 2	There is an agreed whole-school approach to the use of ICT in teaching and learning. This is led strategically by senior management, promoted by all subject leaders and consistently implemented.	
Level 1	There is strong strategic leadership at all levels which actively encourages and develops innovative practices for the use of ICT in learning and teaching. This ensures consistently high-quality implementation.	


3c-2

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 pays 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 ensures continuity of ICT learning at transfer and transition between years, phases, key stages and schools and partners.	
Level 1	The school is innovative and proactive in ensuring that there is continuity of experience between years, phases, key stages and schools and partners.	

3c-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 innovation takes place and this is mostly well planned. The outcomes are shared within the school.	
Level 2	Innovation is encouraged, well planned and evaluated. Outcomes are reviewed so that they may be built into future curriculum developments.	
Level 1	There is a strong culture of innovation which encourages staff to take calculated risks in pushing the boundaries of the use of ICT.	

Element 3 – Learning and teaching

3c Leadership of Learning and Teaching

3c-4

Evaluation of the impact of ICT on the quality of learning and teaching

Level 5	There has been little or no attempt to evaluate the impact of ICT on learning and teaching.
Level 4	Some ad hoc evaluations have taken place but these have not been systematic or contributed to a whole-school picture. These have generally been informative but have not led to improved practice.
Level 3	Evaluation occurs as part of the whole-school strategy, but does not involve all staff at all levels. Evaluation has had some identifiable impact on improving practice but not systematically across the whole school.
Level 2	There is regular and systematic evaluation of the impact of ICT on learning and teaching at all levels. The results of this feed back into the identification of areas for development. 
Level 1	There is regular and systematic evaluation of the impact of ICT on teaching at all levels and on learning both within and beyond the school. The results of this lead to further improvement.



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