

The self-review framework

Element 4 – Assessment

This printed self-review framework is available to help you get an overview of the Assessment 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



4a Assessment of, and with, ICT


4a-1

Reliability

Level 5	There are no coherent systems for making reliable assessments of pupils' ICT capability. ICT work is monitored and assessed only infrequently.	
Level 4	Some assessment and recording of ICT capability occurs, but it is inconsistent, uncoordinated and rarely extends to pupils' application of ICT in other subjects. There is wide variation in practice.	
Level 3	ICT capability is assessed and recorded and includes pupils' use of ICT in some other subjects, but there is some variation in practice.	
Level 2	ICT capability is reliably and consistently assessed and recorded and is supported by assessment in some other curriculum areas. Some moderation occurs within school.	
Level 1	The assessment and recording of ICT is reliable and consistent and routinely includes capability across the curriculum. Moderation occurs within, and between, schools.	


4a-2

Self- and peer- assessment

Level 5	Pupils are rarely involved in self- or peer-assessment of their ICT capability.	
Level 4	Pupils are involved in some self-assessment of their ICT capability, but this mainly focuses narrowly on skills defined by the teacher. This has limited impact on improvement.	
Level 3	Pupils are beginning to use their own criteria for self- and peer-assessment of ICT capability. This sometimes helps them to understand how their work can be improved.	
Level 2	Pupils regularly engage in the assessment of their own and others' ICT work based on criteria they have identified and developed. This contributes to their understanding of what constitutes good quality and helps them to improve.	
Level 1	Effective and accurate self- and peer-assessment are undertaken systematically. This is integral to pupils' learning within, and beyond, the school and the assessment of their ICT capability.	

4a-3


Dialogue

Level 5	Few staff have sufficient expertise to enable them to have a dialogue with pupils about their use of ICT, other than at a superficial level.	
Level 4	Some staff are able to engage pupils in dialogue to help them improve, but only in some aspects of their use of ICT. There is limited impact on pupils' use of ICT as a result.	
Level 3	Some staff are able to engage pupils in dialogue that helps them improve their use of ICT, but this is not consistent across the school.	
Level 2	Staff are able to engage pupils in regular and well-informed discussions about their use of ICT and how to improve.	
Level 1	Staff are very confident and competent to provide high quality, detailed feedback. They regularly engage pupils in highly effective dialogue about their use of ICT, resulting in clear targets for improvement.	

4a Assessment of, and with, ICT


4a-4

Using ICT to support assessment

Level 5	No use is made of ICT to support assessment procedures.
Level 4	Some staff are beginning to use ICT to support assessment and record pupils' achievement.
Level 3	Many staff and pupils use ICT to support assessment and record achievement. Pupils are developing ways to record these achievements.
Level 2	Most staff and pupils routinely use a range of technologies and practices to enhance assessment and the recording of achievement. The school is aware of the benefits of online storage of pupils' work. 
Level 1	All, or nearly all, staff systematically use a range of technologies and imaginative practices to enhance significantly assessment and the recording of achievement. Pupils have access to online storage to enable the recording and storage of their work.

4a-5

ICT targets for improvement

Level 5	School and individual targets are not set for ICT attainment.
Level 4	School ICT targets are set but these are not used effectively to drive improvements for individual pupils.
Level 3	School and individual targets are set for ICT capability and there is some tracking of individual pupils' progress against these.
Level 2	The school sets and generally meets challenging whole school and individual ICT targets. Pupils' progress is routinely tracked. 
Level 1	The school sets and meets challenging whole school and individual ICT targets. The progress of individuals is systematically and rigorously tracked.