

# The self-review framework

## Element 8 – Impact on pupil outcomes

This printed self-review framework is available to help you get an overview of the Impact on pupil outcomes 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](http://www.becta.org.uk/schools/selfreviewframework)




## Element 8 – Impact on pupil outcomes

### 8a Pupils' progress in ICT capability


#### 8a-1

#### Year-on-year progress

<b>Level 5</b>	Pupils make little or no year-on-year progress in their ICT capability.	
<b>Level 4</b>	Pupils make some year-on-year progress in ICT, but a significant number make little progress in some aspects.	
<b>Level 3</b>	Pupils make clear year-on-year progress in ICT, but a few make uneven progress in some aspects.	
<b>Level 2</b>	Pupils make good year-on-year progress in all aspects of ICT capability.	
<b>Level 1</b>	Pupils make outstanding year-on-year progress in all aspects of ICT capability.	


#### 8a-2

#### Progress of different groups

<b>Level 5</b>	There is no data on the ICT progress made by different groups of pupils – especially those most likely to be disadvantaged, such as pupils with no access to ICT outside school or with poor prior attainment.	
<b>Level 4</b>	Limited data on the ICT progress of different groups shows that pupils in those groups most likely to be disadvantaged usually make poor progress.	
<b>Level 3</b>	Data is available on the ICT progress of different groups of pupils. This shows that many pupils in those groups most likely to be disadvantaged make at least satisfactory progress.	
<b>Level 2</b>	Data on the ICT progress of a range of different groups of pupils shows that most of the pupils in those groups most likely to be disadvantaged make satisfactory or good progress.	
<b>Level 1</b>	Data on the ICT progress of a wide range of different groups of pupils shows that all, or nearly all, of the pupils in those groups most likely to be disadvantaged make good or outstanding progress.	

#### 8a-3

#### Independence in working with ICT


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

## Element 8 – Impact on pupil outcomes

### 8b Pupils' progress more widely


#### 8b-1

#### Breadth and range

<b>Level 5</b>	Limited and inconsistent use of ICT means that it has little impact on pupils' progress across curriculum areas.	
<b>Level 4</b>	The narrow range of ICT use limits its impact on pupils' progress across curriculum areas.	
<b>Level 3</b>	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.	
<b>Level 2</b>	Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts.	
<b>Level 1</b>	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.	


#### 8b-2

#### Broader aspects of learning

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

#### 8b-3

#### Creativity


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

## Element 8 – Impact on pupil outcomes

### 8c Attitudes and behaviour


#### 8c-1

#### Attitudes to learning

<b>Level 5</b>	ICT has no discernible impact on pupils' attitudes to learning.
<b>Level 4</b>	The use of ICT has little impact on pupils' attitudes 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.
<b>Level 3</b>	The use of ICT has some impact on pupils' attitudes 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.
<b>Level 2</b>	The use of ICT has clear impact on pupils' attitudes 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. 
<b>Level 1</b>	The use of ICT has significant impact on pupils' attitudes 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.

#### 8c-2


#### Behaviour

<b>Level 5</b>	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.
<b>Level 4</b>	Pupils are beginning to engage or collaborate sensibly with others when using ICT. Some show respect for others' work, feelings, values and beliefs.
<b>Level 3</b>	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.
<b>Level 2</b>	When using ICT, pupils engage or collaborate and generally sustain attention. Most show sensitivity and respect for others' work, feelings, values and beliefs. 
<b>Level 1</b>	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.

## 8c Attitudes and behaviour

### 8c-3

#### Motivation

<b>Level 5</b>	Pupils show no interest in their own or others' use of ICT. ICT has little or no impact on their ability to concentrate or engage with learning.
<b>Level 4</b>	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.
<b>Level 3</b>	Pupils show interest and curiosity when they or others are using ICT. This helps them to explore and exploit the potential of ICT. Increasingly many can sustain concentration and independent study for short periods.
<b>Level 2</b>	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. 
<b>Level 1</b>	The majority of 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.