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learning

Learning

Self-review framework

3. Learning

This PDF provides an overview of the learning element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recomend that you use the online tool at
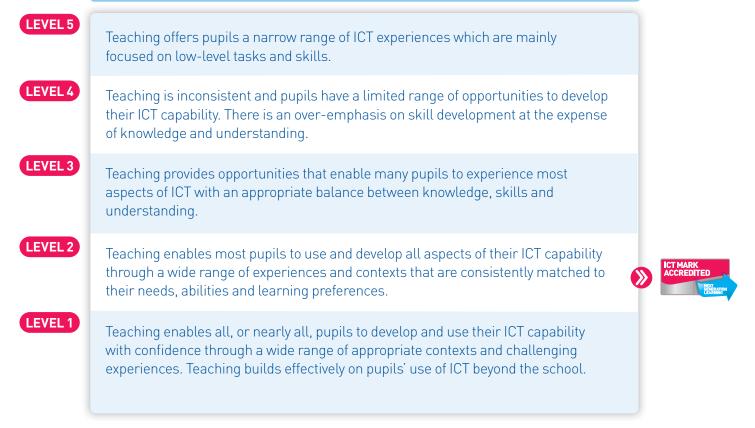**http://selfreview.becta.org.uk**

The online tool will:

• suggest actions to help you move forward

• provide support links to help you

It will enable you to:

• benchmark your progress against other schools

• record your judgements.

3a. Teaching and the learning process

3a1: Breadth of development for ICT capability

LEVEL 5
Teaching offers pupils a narrow range of ICT experiences which are mainly focused on low-level tasks and skills.

LEVEL 4
Teaching is inconsistent and pupils have a limited range of opportunities to develop their ICT capability. There is an over-emphasis on skill development at the expense of knowledge and understanding.

LEVEL 3
Teaching provides opportunities that enable many pupils to experience most aspects of ICT with an appropriate balance between knowledge, skills and understanding.

LEVEL 2
Teaching enables most pupils to use and develop all aspects of their ICT capability through a wide range of experiences and contexts that are consistently matched to their needs, abilities and learning preferences.

LEVEL 1
Teaching enables all, or nearly all, pupils to develop and use their ICT capability with confidence through a wide range of appropriate contexts and challenging experiences. Teaching builds effectively on pupils' use of ICT beyond the school.

ICT MARK ACCREDITED
NEXT GENERATION LEARNING

3a2: Extent of ICT use for learning and teaching

LEVEL 5 Staff make little use of ICT to support learning and teaching.

LEVEL 4 There are pockets of use of ICT within learning and teaching, but provision is too dependent on individual teachers and/or curriculum areas.

LEVEL 3 Many staff make regular use of ICT across the curriculum to support learning and teaching.

LEVEL 2 Most staff make regular use of ICT to support learning and teaching across the whole curriculum.

LEVEL 1 All, or nearly all staff, make use of ICT as an integral and natural part of learning and teaching across all curriculum areas and year groups.

3a3: Quality of use of ICT for learning and teaching

LEVEL 5 Any ICT use is incidental rather than planned and has little impact on learning and teaching.

LEVEL 4 ICT is mainly used to replicate traditional teaching approaches, which results in only superficial gains.

LEVEL 3 Many staff use ICT to engage and motivate pupils in their learning through active and interactive learning experiences. They use a range of approaches and resources leading to identifiable gains in learning.

LEVEL 2 Most staff use ICT to enhance teaching and learning experiences with approaches not readily accessible through more traditional methods. This leads to significant gains in learning.

LEVEL 1 All, or nearly all, staff harness the full potential of ICT to enhance and extend learning and teaching. They provide opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school.

3a4: Learning with ICT beyond the school

LEVEL 5

There is little encouragement for pupils to use ICT to support their learning beyond the school.

LEVEL 4

Some staff encourage pupils to use ICT beyond the school to support their learning. When pupils demonstrate their learning with ICT in this way some staff are unsure how to respond.

LEVEL 3

Many staff encourage pupils to use ICT beyond the school to support their learning. They value this and understand how such learning can be integrated into work in school.

LEVEL 2

Most staff actively encourage pupils to use ICT to continue and/or extend their learning beyond the school and provide opportunities for them to do so.

LEVEL 1

ICT is used innovatively to enable pupils to continue and extend their learning where and when they want. Wider curriculum experience is enabled through the extended use of ICT. Expectations of pupils' learning with ICT beyond school are high and such learning is valued and celebrated.

3a5: Ongoing critical evaluation

LEVEL 5

Staff rarely make critical judgements about the use of ICT in their teaching and its impact on pupils' learning.

LEVEL 4

Some staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning. This has little impact on future practice.

LEVEL 3

Many staff can critically evaluate the use of ICT in their teaching and its impact on pupils' learning, but do not do so routinely. Some staff work together to share the outcomes of critical evaluations and this informs future practice.

LEVEL 2

Most staff make regular critical evaluations of the use of ICT in their teaching and its impact on pupils' learning and routinely share outcomes with colleagues. This has a clear impact on future practice.

LEVEL 1

All, or nearly all, staff critically evaluate the use of ICT in their teaching and its impact on pupils' learning wherever that takes place. Outcomes are routinely shared with colleagues within and beyond the school. This process is an integral part of the school's reflective culture and has a significant impact on practice.

3b: Pupils' learning experiences

3b1: Pupils' progress in ICT capability

LEVEL 5 — Few pupils make appropriate progress in their ICT capability throughout the school.

LEVEL 4 — Although many pupils make appropriate progress in ICT capability throughout the school, a significant number make insufficient progress in some areas.

LEVEL 3 — Many pupils make appropriate progress in all areas of ICT capability throughout the school.

LEVEL 2 — Most pupils make good progress in all areas of ICT capability throughout the school. » ICT MARK ACCREDITED NEXT GENERATION LEARNING

LEVEL 1 — All, or nearly all, pupils make good progress in all areas of ICT capability throughout the school.

3b2: Pupils' progress more widely

LEVEL 5 — Limited and inconsistent use of ICT means that it has little impact on pupils' progress across curriculum areas.

LEVEL 4 — A narrow range of ICT use limits its impact on pupils' progress across curriculum areas.

LEVEL 3 — 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.

LEVEL 2 — Most pupils extend and improve much of their learning through a wide range of ICT experiences across many curriculum areas and contexts. » ICT MARK ACCREDITED NEXT GENERATION LEARNING

LEVEL 1 — 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.

3b3: Pupils' understanding about their learning with ICT

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 some understanding of how the use of ICT improves their learning both within and beyond the school. They are able to illustrate this with examples drawn form their own learning.

LEVEL 1
Pupils have a good understanding of the potential of ICT to support and enhance learning both within and beyond school. Drawing on their own experience they can readily identify ways in which ICT makes a difference to learning and achievement

3b4: Pupils' confidence and independence

LEVEL 5
Few pupils have developed their ICT capability to a stage of being confident to apply it independently.

LEVEL 4
Some pupils make decisions about when to employ ICT in some subjects but often lack confidence to take their learning forward independently or to transfer their ICT capability to new situations. Pupils generally have few expectations about using ICT as a natural part of their learning.

LEVEL 3
Many pupils have the confidence to make informed decisions about when to use ICT. They are able to make independent use of ICT and transfer their ICT capability to new situations. They have growing expectations about using ICT to support their learning.

LEVEL 2
Most pupils have reached high levels of confidence to apply ICT independently and where appropriate. They make informed decisions across the curriculum about when and how to use ICT. They have clear expectations about using ICT to support their learning.

LEVEL 1
All or nearly all pupils have reached high levels of confidence and independence to apply and develop their use of ICT. They make regular informed decisions across the curriculum about when and how to use ICT. They have high expectations about using ICT to support their learning both within and beyond the school.

3b5: Effective and safe use of digital resources

LEVEL 5
Few pupils are aware of the issues and risks relating to safe and responsible use of ICT. They do not have the knowledge or skills to enable them to make safe use of digital resources.

LEVEL 4
Some pupils are aware of the issues and risks involved in the use of ICT. They are aware of the school's policy and the need to adopt appropriate and responsible behaviours. However, few pupils have sufficient knowledge and skills to enable them to make safe use of digital resources.

LEVEL 3
Most pupils are aware of the issues and risks involved in the use of ICT and are aware of school policy and the need to adopt appropriate and responsible behaviours. However, not all pupils have sufficient knowledge and skills to enable them to make safe and effective use of digital resources.

LEVEL 2
All, or nearly all, pupils understand the issues and risks involved in the use of ICT. They are aware of school policy and the need to adopt appropriate and responsible behaviours. Most pupils have a good range of knowledge and skills to enable them to make safe and effective use of digital resources both within and beyond the school.

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LEVEL 1
All, or nearly all, pupils consistently adopt safe practices both within and beyond the school. They have a full range of knowledge and skills to ensure safe and effective use of a wide range of digital resources. They apply and adapt these to new and emerging technologies.

3b6: Learning skills

LEVEL 5
ICT does not significantly influence the development of pupils' learning skills or develop their creative abilities.

LEVEL 4
The use of ICT helps some pupils to develop their creative abilities, search for information, draft their work and pay more attention to detail and presentation. Opportunities to do this are limited and inconsistent.

LEVEL 3
For many pupils the use of ICT in some curriculum areas develops their creative abilities and their ability to research, refine their work, learn from their mistakes, collaborate with others and reflect on the quality of their work.

LEVEL 2
For most pupils the use of ICT in a broad range of curriculum areas improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.

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LEVEL 1
For all or nearly all pupils the use of ICT, both within and beyond the school, significantly improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.

3b7: Attitudes to learning

LEVEL 5
ICT has little or no influence on pupils motivation or general attitude to learning.

LEVEL 4
For some pupils the use of ICT for teaching or learning has a limited influence on their self-esteem, motivation or general attitude to learning.

LEVEL 3
The use of ICT helps many pupils to improve their motivation and supports the development of their self-esteem, attitude to learning and capacity for independent study.

LEVEL 2
Most pupils are motivated to use ICT both in and out of school in order to improve their work. ICT has a significant influence on self-esteem, attitude to learning and capacity for independent study.

LEVEL 1
When using ICT, all or nearly all pupils show interest, enthusiasm and innovation. They explore the potential of ICT to improve their work both in and out of school. The use of ICT has a major impact on their self-esteem, enthusiasm, engagement and approach to learning within and beyond the school.

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3b8: Behaviour

LEVEL 5
Pupils do not engage with learning activities or work effectively with others when using ICT. They show little respect for the work or feelings of other pupils.

LEVEL 4
When using ICT some pupils engage with learning activities and work effectively with others, but many lose interest when they encounter a problem. Some show respect for the work and feelings of other pupils.

LEVEL 3
When using ICT, many pupils engage with learning activities and work effectively with others, but some lose interest when they encounter a problem. They show respect for the work and feelings of other pupils.

LEVEL 2
When using ICT, most pupils engage with learning activities, work effectively with others and generally sustain attention. They show sensitivity and respect for the work and feelings of other pupils.

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NEXT GENERATION LEARNING

LEVEL 1
When using ICT, all or nearly all pupils engage with learning activities, work effectively with others, sustain attention and show tenacity. They show sensitivity and respect for the work and feelings of other pupils.

Next steps

There are five further elements in the framework. You can download them or try out the online tool at:

http://selfreview.becta.org.uk