Becta

leading
next generation
learning

Planning

Self-review framework

2. Planning

This PDF provides an overview of the planning 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.

2a: Whole-school planning for ICT

2a1. Planning for the development of pupils' ICT capability

LEVEL 5

Planning for ICT capability is poor and does not enable the school to meet statutory requirements. There is no planning for pupils to apply and improve their ICT capability across subjects.

LEVEL 4

Planning for ICT capability covers only some aspects of ICT capability and does not enable the school to meet fully the statutory requirements. There is a limited range of opportunities for pupils to apply and improve their ICT capability across subjects.

LEVEL 3

Planning for ICT capability enables the school to meet statutory requirements. There is a range of opportunities for pupils to develop and apply many aspects of their ICT capability across subjects.

LEVEL 2

Systematic planning for ICT capability is effective and includes an appropriate level of challenge with clear opportunities for pupils to achieve. Planning also identifies opportunities for pupils to apply and consolidate their ICT capability across subjects.

LEVEL 1

Planning for ICT capability is effective with a wide range of high-quality experiences across the whole curriculum. Planning at all levels ensures that pupils are challenged to make creative use of ICT that extends their capability.

ICT MARK
ACCREDITED
NEXT GENERATION LEARNING

2a2: Planning the use of ICT to support learning and teaching

LEVEL 5

Curriculum planning does not identify opportunities to use ICT to support learning and teaching. Any use is left up to individual teachers, most of whom are unaware of how ICT can be used to support learning or teaching.

LEVEL 4

Some curriculum plans or schemes of work identify where ICT can support learning and teaching. Staff are left to decide whether to use these ideas or not. There is a developing awareness of how ICT can be used to improve learning and teaching within the school.

LEVEL 3

Most curriculum plans or schemes of work identify where ICT can support learning and teaching. Planning by many staff is effective and reflects the growing understanding of how ICT can be used to enhance learning and teaching both within and beyond the school.

LEVEL 2

All curriculum planning identifies key areas where ICT can support learning and teaching. Effective planning by most staff reflects a good understanding of how ICT can enhance and extend learning and teaching both within and beyond the school.

ICT MARK ACCREDITED
NEXT GENERATION LEARNING

LEVEL 1

Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching. High quality and creative planning by all, or nearly all, staff maximises the learning opportunities offered by ICT and transforms the learning experiences both within and beyond the school.

2a3: Matching capability to opportunities

LEVEL 5

Planning for the development of pupils' ICT capability and planning for the use of ICT in the broader curriculum are separate, unrelated activities.

LEVEL 4

There is some interaction between those planning for the development of pupils' ICT capability and those planning for the use of ICT in some curriculum areas.

LEVEL 3

Planning recognises the interdependence of the development of pupils' ICT capability and their use of ICT in other curriculum areas and has made clear links between the two.

LEVEL 2

Mapping has identified and developed links between pupils' ICT capability and their use of ICT in most curriculum areas. Planning takes careful account of these so that pupils experience progressive use of ICT in a range of contexts.

ICT MARK ACCREDITED
NEXT GENERATION LEARNING

LEVEL 1

There is a constant interaction between the development of pupils' ICT capability and their use of ICT in all curriculum areas. This enables pupils to develop their ICT capability in a wide range of relevant contexts and gain maximum benefit from their use of ICT across the curriculum.

2a4: Planning for continuity within and between classes, phases and schools

LEVEL 5
No account is taken of pupils' prior ICT attainment and experience when planning learning.

LEVEL 4
Some account is taken of pupils' prior ICT attainment and experience when planning learning. However, many pupils have to repeat ICT learning or activities unnecessarily.

LEVEL 3
Most teachers' planning builds on pupils' ICT attainment and experiences but some pupils remain unchallenged by ICT work.

LEVEL 2
Teachers routinely build on pupils' previous ICT attainment and experiences when planning learning. The school has effective arrangements for the continuity of ICT learning when pupils move between years, phases, schools and partners.

LEVEL 1
Teachers' planning always takes account of, and builds on, pupils' prior ICT attainment and experiences within and beyond the school. The school is imaginative and proactive in ensuring that there is continuity of ICT learning between years, phases and schools and partners.

ICT MARK ACCREDITED NEXT GENERATION LEARNING

2a5: Planning for learning beyond the school

LEVEL 5
Any whole-school planning for learning beyond the school is not based on any information about pupils' or families' access to ICT.

LEVEL 4
Whole-school planning for learning beyond the school takes little account of any knowledge about pupils' and families' access to, and use of, ICT.

LEVEL 3
Whole-school planning for learning beyond the school takes some account of research the school has undertaken about pupils' and families' access to, and use of, ICT.

LEVEL 2
Whole-school planning for learning beyond the school is informed by ongoing research into pupils' and families' access to, and use of, ICT.

LEVEL 1
Whole-school planning, which maximises learning opportunities beyond the school, relies on ongoing research into pupils' and families' access to, and use of ICT.

ICT MARK ACCREDITED NEXT GENERATION LEARNING

2a6: Planning for ICT as a means of promoting 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 the learning needs of different groups of pupils. Staff are aware of its potential, but do not always achieve this in practice.

LEVEL 2

Most staff plan appropriately for ICT to support the full range of pupils in enabling or widening their access to learning. The specific learning 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 within and beyond the school for a wide range of learning needs.

2a7: Planning for e-safety

LEVEL 5

Planning does not address the development of pupils' e-safety skills.

LEVEL 4

Planning has begun to address the development of pupils' e-safety awareness and the skills needed to make safe and responsible use of ICT. This is not yet implemented throughout the school.

LEVEL 3

Planning provides opportunities for pupils to develop an awareness of some aspects of e-safety and some of the skills needed to make safe and responsible use of ICT.

LEVEL 2

Effective planning ensures that pupils have the opportunities to develop both an awareness of e-safety issues and the skills that enable them to make safe and responsible use of ICT.

LEVEL 1

Systematic planning ensures that all pupils have opportunities to develop both an understanding of e-safety issues and a range of e-safety strategies, skills and behaviours. Plans are regularly reviewed and updated in the light of changing technology and practice.

2b: Curriculum leadership

2b1. Leadership for the development of ICT capability

LEVEL 5
There is little or no operational leadership or coordination for the development of pupils' ICT capability. Staff work independently from each other.

LEVEL 4
There is some operational leadership for the development of pupils' ICT capability, but this is not set within a whole-school approach supported by the senior leadership.

LEVEL 3
Operational leadership for the coordinated development of pupils' ICT capability is in place and is supported by the senior leadership.

LEVEL 2
Effective operational leadership for the development of pupils' ICT capability is set within a whole-school approach and promoted by the senior leadership. This ensures pupils' ICT capability is developed in a progressive and coherent way.

LEVEL 1
Dynamic operational leadership for the development of pupils' ICT capability is set within a whole-school approach and is led strategically by the senior leadership. This takes account of pupils' work both within and beyond the school and maximises their progress.

ICT MARK ACCREDITED — NEXT GENERATION LEARNING

2b2. 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 individuals are aware of, and promote the use of ICT for learning and teaching within and beyond the school. There is no coordinated leadership for this across the school.

LEVEL 3
Many subject leaders promote and develop the effective use and impact of ICT for learning and teaching both within and beyond the school. This is beginning to be led strategically, with some coordination across the school but implementation is variable.

LEVEL 2
All subject leaders promote an agreed whole-school approach to the use of ICT both within and beyond the school. This is led strategically by the senior leadership team and consistently implemented by staff at all levels.

ICT MARK ACCREDITED — NEXT GENERATION LEARNING

LEVEL 1
There is strong leadership at all levels which actively encourages the development of new and creative practices in the use of ICT for learning and teaching both within and beyond the school. This results in consistently high-quality implementation.

2b3. Evaluating learning and teaching with ICT

LEVEL 5
The school does not evaluate the impact of any learning or teaching with ICT.

LEVEL 4
Ad hoc monitoring and evaluation take place and focus on access, resources and superficial outcomes rather than impact on learning or teaching.

LEVEL 3
The school monitors and evaluates some aspects of learning and teaching with ICT. This tends to focus on pupil engagement and motivation rather than learning outcomes. Evaluation has some impact on future learning and teaching.

LEVEL 2
The school systematically monitors and evaluates the quality of learning and teaching with ICT within and beyond the school. This includes its impact on learning processes and a range of pupil outcomes. Evaluation is used to inform future learning and teaching.

ICT MARK ACCREDITED NEXT GENERATION LEARNING

LEVEL 1
The school rigorously evaluates the quality of learning and teaching with ICT within and beyond the school. There is a strong focus on the impact on learning processes and the quality and range of pupil outcomes. Evaluation is central to informing future learning and teaching.

2b4. Review of the curriculum

LEVEL 5
There is no planned review of the curriculum relating to either ICT capability or the use of ICT for learning and teaching.

LEVEL 4
The school has started to review the curriculum relating to both ICT capability and the use of ICT for learning and teaching. Results do not inform practice or planning in these areas.

LEVEL 3
Periodic reviews of planning and practice are undertaken. These help to inform both the development of ICT capability and the use of ICT for learning and teaching.

LEVEL 2
There is regular review of planning, practice and pupils' experiences covering both ICT capability and the use of ICT for learning and teaching. This influences future planning.

ICT MARK ACCREDITED NEXT GENERATION LEARNING

LEVEL 1
Systematic and ongoing review of all aspects of ICT planning, practice and pupils' experiences is undertaken in order to inform innovative curriculum design. Pupils and other stakeholders regularly contribute to this process.

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