

The self-review framework Curriculum

This printed self-review framework is available to help you get an overview of the Curriculum element. The descriptors will help you decide where you are in your ICT development and the online tool will allow you to:

- Record your judgements
- Benchmark where you are compared to other schools

The online tool will also

- Provide suggested actions to help you move forward
- Suggest support links to help you




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




The planned ICT curriculum

1 of 5 The development of pupils' ICT capability


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| Level 5 | The ICT curriculum is unplanned and does not meet statutory requirements. |
| Level 4 | The ICT curriculum is poorly planned, covering only some aspects of ICT capability. Statutory requirements are not fully met. |
| Level 3 | The ICT curriculum, including cross-curricular opportunities, is planned to cover all aspects of ICT capability and meets statutory requirements. Planning recognises the need to differentiate between pupils of differing ICT capabilities. |
| Level 2 |  The ICT curriculum is well planned to meet statutory requirements and to enable pupils to develop their ICT capability, through both discrete and cross-curricular opportunities. Planning includes an element of challenge with clear opportunities for pupils to extend their capability. |
| Level 1 | The ICT curriculum is well planned to enable all, or nearly all, pupils to develop their ICT capability, through high-quality experiences across the whole curriculum. Planning at all levels ensures that pupils are challenged to make creative use of ICT to extend their capability. |

2 of 5 Application of ICT capability across the curriculum


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| Level 5 | Curriculum planning identifies a limited range of opportunities for pupils to apply and improve their ICT capability across few subjects. |
| Level 4 | The ICT curriculum provides a range of opportunities for pupils to develop and apply many aspects of their ICT capability across some subjects. |
| Level 3 | Planning systematically identifies opportunities for pupils to apply and consolidate their ICT capabilities across most subjects. |
| Level 2 |  Systematic planning identifies opportunities for pupils to apply, consolidate and extend their ICT capability across all subjects, making use of a range of technologies. |
| Level 1 | The curriculum, and access to resources, enables pupils to develop and apply all aspects of their ICT capability, using a wide range of ICT applications at appropriate times across all subjects and locations. |

The planned ICT curriculum

3 of 5 The planned use of ICT to support learning and teaching

- Level 5** Curriculum planning does not identify opportunities to use ICT to support learning and teaching and there is no e-safety education for pupils. Any use is left up to individual teachers.
- Level 4** Some curriculum plans or schemes of work identify where ICT can support learning and teaching and there is limited e-safety education for pupils. Staff are left to decide whether to use these ideas or not.
- Level 3** Most curriculum plans or schemes of work identify where ICT can support learning and teaching and include some e-safety education for pupils. These plans are followed by most staff.
- Level 2**  All curriculum planning identifies key areas where ICT can support learning and teaching and includes effective e-safety education for pupils. All, or nearly all, staff use these plans for all subjects of the curriculum.
- Level 1** Curriculum planning is comprehensive and innovative in its use of ICT to support learning and teaching and in ensuring effective e-safety education for pupils. Planning is used by all, or nearly all, staff, and opportunities are encouraged for extending and adding new ideas as technology and/or practice develop.

4 of 5 Matching capability to opportunities


- Level 5** No attempt has been made to align curriculum needs in ICT to levels of skills development for ICT in other curriculum areas.
- Level 4** Some attempt has been made to align curriculum needs in ICT to levels of skills development and ensure this is matched to need.
- Level 3** Most subjects are aware of the levels of ICT skill needed for pupils to access ICT-based applications, but the skill developments do not always match these needs.
- Level 2**  The skills needed for pupils to access the wider curriculum with ICT are mapped and developed to ensure that pupils can use ICT applications progressively across the curriculum.
- Level 1** There is a constant interplay between teaching of ICT and its use in other subjects. This ensures pupils gain maximum benefit from the use of ICT in other subjects.

5 of 5 Recognition *(and accreditation where applicable)*


- Level 5** The school makes no provision to recognise or accredit pupils' ICT capability either within discrete ICT or in other areas of the curriculum.
- Level 4** The school makes little provision for pupils to gain recognition or accreditation for their ICT capability.
- Level 3** The school enables most pupils to gain appropriate recognition or accreditation for ICT capability.
- Level 2** The school actively encourages and enables many pupils to gain appropriate recognition or accreditation for their ICT capability.
- Level 1** The school expects all, or nearly all, pupils to gain recognition or accreditation for their ICT capability and uses this to enhance learning across all curriculum areas.

Pupils' actual ICT experiences


1 of 3 Breadth of development for ICT capability

- Level 5** Pupils experience a narrow range of ICT applications which are mainly focused on low level tasks. There is an over-emphasis on skill development.
- Level 4** Pupils experience a limited range of ICT applications. There is variation in the extent to which knowledge, skills and understanding are emphasised.
- Level 3** Many pupils experience most aspects of ICT with an appropriate emphasis on knowledge, skills and understanding.
- Level 2**  Most pupils have positive and appropriate experiences in a wide range of ICT applications.
- Level 1** All, or nearly all, pupils have good quality experiences of a wide and challenging range of ICT applications.

2 of 3 Breadth of other ICT experiences


- Level 5** Pupils' experience of ICT to support learning and teaching across the curriculum is limited.
- Level 4** Pupils' experiences are generally through the low-level use of ICT to support teaching. There are few or inconsistent opportunities for pupils to use ICT to support their own learning.
- Level 3** ICT is used widely to support teaching but the quality of this use is variable. Pupils in some curriculum areas make productive use of ICT to support their learning.
- Level 2**  There is a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and pupils' productive use of ICT for their own learning.
- Level 1** ICT is used imaginatively within lessons both for high-quality teaching and for pupils' learning. Pupils have a good breadth of opportunities to support their learning both within, and beyond, the school.

3 of 3 Consistency of experiences


- Level 5** Pupils have inconsistent experiences in using ICT and developing their ICT capability.
- Level 4** Although planning identifies opportunities for all pupils to use ICT and develop their ICT capability, this is inconsistently applied in practice.
- Level 3** Many pupils have consistent opportunities and experiences to use ICT and develop their ICT capability matched to their needs and ability.
- Level 2**  Most pupils have experiences that allow them to use ICT and develop their ICT capability in a way that is consistently matched to their needs and ability.
- Level 1** All, or nearly all, pupils have a wide range of appropriate ICT experiences. They use ICT confidently and appropriately and develop their ICT capability consistently across the whole curriculum.

Curriculum leadership and review


1 of 3 Curriculum leadership

- Level 5** There is little or no curriculum leadership or co-ordination of the ICT curriculum, so that individual members of staff work in isolation from each other.
- Level 4** There is ICT leadership in some curriculum areas, but no whole-school approach to this. There is little awareness amongst the staff of changing technologies and developing professional practice.
- Level 3** In most subjects the ICT leadership ensures that the curriculum is kept up to date and informed by developments in both the technology and professional practice.
- Level 2**  Subject leaders routinely update their curriculum in the light of developments in technology and practice and ensure that staff keep abreast of these.
- Level 1** All subject leaders ensure that the curriculum responds dynamically to the changes in technology and practices. There is a strong culture of ICT curriculum innovation.

2 of 3 Curriculum development

- Level 5** Curriculum development as a result of ICT meets with resistance from staff.
- Level 4** Curriculum development as a result of ICT is recognised and welcomed by some staff.
- Level 3** Many staff recognise the need for, and engage in, curriculum developments in relation to ICT.
- Level 2**  Most staff foster and embrace curriculum developments that are enabled by ICT.
- Level 1** The school is creative in developing curriculum innovations which are enabled by ICT and these are embraced by most staff.

3 of 3 Review of the curriculum

- Level 5** There is no planned review of the ICT curriculum relating to both ICT capability and the use of ICT in other subjects.
- Level 4** Ad hoc attempts have been made to review the planning and content of ICT capability and ICT content in other subjects. Results do not feed into the way ICT is used and taught within the curriculum.
- Level 3** Many staff recognise the need for, and engage in, curriculum developments in relation to ICT.
- Level 2**  Most staff foster and embrace curriculum developments that are enabled by ICT.
- Level 1** The school is creative in developing curriculum innovations which are enabled by ICT and these are embraced by most staff.