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learning

Assessment of ICT capability

Self-review framework

4. Assessment of ICT capability

This PDF provides an overview of the assessment of ICT capability 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.

4a: Assessment of ICT capability

4a1: Assessment, recording and reporting of ICT capability

LEVEL 5
There are no processes for making reliable assessments of pupils' ICT capability or for reporting progress to parents/carers.

LEVEL 4
Some assessment and recording of ICT capability occur, but are inconsistent, uncoordinated and rarely take account of pupils' use of ICT in other curriculum areas. Statutory requirements for reporting to parents/carers are not fully met.

LEVEL 3
The assessment and recording of ICT capability are informed by pupils' use of ICT in other curriculum areas, but there is some variation in practice. Statutory requirements for reporting to parents are met.

LEVEL 2
The assessment and recording of ICT capability are reliable and consistent. They are informed by the use of ICT in other curriculum areas and by moderation within the school. Statutory requirements for reporting to parents are met.

LEVEL 1
The assessment and recording of ICT capability are rigorous, reliable and consistent. They are always informed by the use of ICT in other curriculum areas and by effective moderation within, and beyond the school. Statutory requirements for reporting to parents are met.

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4a2. Dialogue

LEVEL 5
Few staff are able to engage pupils in dialogue 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.

LEVEL 3
Many staff are able to engage pupils in dialogue that helps them improve their use of ICT.

LEVEL 2
Most staff are able to engage pupils in regular and well-informed discussions about their use of ICT and how to improve it.

LEVEL 1
All, or nearly all, staff are confident and competent to engage in high-quality, detailed dialogue with pupils about their use of ICT. This results in clear targets for improvement.

4a3. Self and peer assessment

LEVEL 5
Pupils are rarely involved in self assessment of their ICT capability.

LEVEL 4
Pupils are involved in some self assessment of their ICT capability, but this focuses mainly on ICT skills. This has limited impact on improvement.

LEVEL 3
Pupils are beginning to develop 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 assess their own and other pupils' ICT capability 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 development of their ICT capability.

4a4. Whole-school targets for improving ICT capability

LEVEL 5

Targets are not set for improving ICT capability.

LEVEL 4

Targets for improving ICT capability are set but these are not used effectively to drive individual pupil progress.

LEVEL 3

Targets are set for improving ICT capability. There is some tracking of individual pupils' progress and this is beginning to inform whole school progress.

LEVEL 2

The school sets and generally meets challenging targets for improving ICT capability. Pupils' progress is routinely tracked and the results are aggregated to inform whole school progress.

LEVEL 1

The school sets and meets challenging targets for improving ICT capability. Systematic and rigorous tracking of individuals' progress ensures the achievement of whole-school targets.

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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