

Using ICT Audit Grid: Primary Planning for Curriculum Coverage, Assessment and Reporting of Using ICT

1. Considerations for ICT Co-ordinators

Documentation	Shared Understanding	Planning	Progression	Assessment and Reporting
<p>Is Using ICT currently visible within the school planning, policies and documentation?</p> <p>Does everyone (including the Board of Governors, Senior Management Team, teachers and support staff) know what the Cross-Curricular Skills are, and what the school is doing about them?</p> <p>Are the Cross-Curricular Skills referenced in the school development Plan or other documentation?</p>	<p>What shared understanding of Using ICT exists in our school among staff and children?</p> <p>Do staff already recognise what can be achieved by using ICT to enhance learning and teaching?</p> <p>Are all staff familiar with ways to embed Using ICT into learning and teaching?</p> <p>How do I consult with and involve the staff, children and parents in developing learning and teaching in Using ICT?</p>	<p>What topics and themes are best placed to contribute to acquiring and developing ICT skills?</p> <p>Which of these can also contribute to assessment and reporting?</p> <p>How will we tell if Using ICT is having an impact?</p> <p>Does our planning for ICT meet the needs of all children?</p>	<p>Is there evidence in planning of covering statutory and non-statutory requirements in Using ICT (5 'E's and Desirable Features)?</p> <p>How can we ensure consistency and progression of skills across the year groups in various types of ICT?</p> <p>How do we know that children make continuous progress year-on-year and across key stages?</p> <p>Do we use this monitoring and assessment information effectively to inform learning and teaching?</p>	<p>Are we assessing Using ICT throughout the school?</p> <p>Where is there scope for gathering evidence that can inform assessment and reporting?</p> <p>Do we need to add an explanation for parents about the Cross-Curricular Skills in the Annual Report and how to interpret comments on them?</p> <p>How do we inform parents and guardians in a meaningful way about their children's progress in Using ICT?</p> <p>What records are we keeping?</p>

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<p>How do we evaluate the quality of the ICT curriculum? What evidence do we need to gather to demonstrate that it provides breadth, balance and progression?</p> <p>How do we regularly evaluate the safeguarding practices and procedures for e-safety?</p>	<p>Do any of the staff have a personal interest in a particular type of ICT? Have they attended training or courses, or do they have personal knowledge of a particular type of ICT? Have they shared their experiences with colleagues?</p> <p>How do I recognise highly effective practice in Using ICT? How do I share this with colleagues?</p> <p>Are staff aware of the guidance and support materials available?</p> <p>How do we know that the children understand messages about online safety?</p>		<p>Is there an agreed format to maintain a record of this information?</p> <p>Are the children's core skills in ICT as high as possible or is there room for improvement?</p> <p>How do we ensure continuity in learning and teaching across the year groups and at key transition stages?</p>	<p>Are outcomes being analysed?</p> <p>How are children's standards compared locally and regionally?</p> <p>How do I hold myself and colleagues accountable for children's outcomes?</p> <p>Does this feedback inform next-step planning and a whole-school improvement strategy (Every School a Good School, Together Towards Improvement, and Performance Review and Staff Development)?</p>

2. Considerations for Teachers

Planning	Shared Understanding	Progression	Assessment and Reporting
<p>What types of ICT am I currently familiar with?</p> <p>What does ICT 'look like' for this age group?</p> <p>What can I do to expand my knowledge of different types of ICT and vary the approaches I use?</p> <p>What links can I see with ICT and topics or Areas of Learning? Have I got a spread of coverage?</p> <p>Is there a variety across the Key Stage?</p> <p>Are early experiences revisited in greater depth or detail?</p> <p>How do I ensure that children apply their ICT skills across the curriculum?</p>	<p>How actively and meaningfully are the children involved in setting their own personal goals in ICT?</p> <p>Do the children see ICT as a medium for presenting their work and ideas across the curriculum?</p> <p>Are children acquiring a language to discuss their skills?</p> <p>What resources do I have that can help structure lessons and provide language for discussing types of ICT and generic skills?</p> <p>Am I signalling clearly to children when there is a focus on ICT skills?</p>	<p>How will I know when Using ICT has made a difference to children's learning and skills development?</p> <p>Have I planned enough opportunities for ICT through the Areas of Learning?</p> <p>Have I planned a variety of ways of conducting ICT sessions?</p> <p>Do the children learn at an appropriate pace? How do we know?</p> <p>How can I ensure that ICT activities are relevant and creative?</p>	<p>Do I keep records of children's progress in Using ICT?</p> <p>Will these records help me to identify children's learning needs?</p> <p>When are my times for one-to-one dialogue? Are they planned or ad hoc?</p> <p>How will I assess ICT?</p> <p>Which approaches are working for which children?</p> <p>What should I concentrate on next?</p> <p>How well developed are the children's skills in carrying out peer and self-assessment?</p> <p>What evidence is there that the children know their strengths, know what aspects of their work they need to improve and know how to make these improvements?</p>