



**East Dunbartonshire Council**

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# **ICT in Learning and Teaching**

## **Incorporating HMIE QIs and MIICE** **Outcomes**

<b>QI 1.1 Structure of the Curriculum</b>	
This QI is concerned with the following themes: <ul style="list-style-type: none"> <li>• Breadth and Balance</li> <li>• Integration and permeation</li> <li>• Timetabling and arrangements for pupil choice</li> </ul>	
<b>Key Question</b> <b>To what extent does the curriculum provide opportunities for all learners to acquire ICT skills?</b>	<b>Level ascribed</b>

<p><b><i>Breadth and Balance</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• The School has identified appropriate expectations for the acquisition of key ICT skills at different stages</li> <li>• The curriculum provides effective opportunities for all pupils to acquire an appropriate range of ICT skills</li> <li>• Articulation with primary provision.</li> <li>• Coverage of ICT strands across S1 / S2</li> <li>• Provision for pupils with additional support needs and little or no ICT experience</li> <li>• Differentiated teaching styles and materials.</li> <li>• Range of software and related skills</li> <li>• Appropriate use and provision and hardware</li> <li>• Cross curricular audit and planning ensure pupils are provided with opportunities to transfer skills practiced using ICT to other learning situations</li> <li>• Annual audits of pupil experience and/or opinion</li> <li>•</li> </ul> <p><b><i>Integration and permeation</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• All pupils’ curricular programmes are audited to ensure the progressive and coherent development of ICT skills and the complimentary impacts made by specific curricular areas to the overall development of pupils’ ICT skills</li> <li>• ICT Committee or other group meetings</li> <li>• ICT input to all learning and teaching groups and initiatives</li> <li>• Circulation of research materials</li> <li>• Subject forums using ICT</li> <li>•</li> </ul> <p><b><i>Timetabling and arrangements for pupil choice</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Curriculum progression</li> <li>• Departmental delivery of ICT strands within subjects</li> <li>• Provision of ICT core skills at all levels.</li> <li>• ASN provision</li> <li>• Option choice audit and review</li> <li>• Specific departmental curriculum audit and review</li> <li>•</li> </ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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<b>QI 1.2 Courses and Programmes</b>	
This QI is concerned with the following themes: <ul style="list-style-type: none"> <li>• Breadth, balance and choice</li> <li>• Integration, continuity and progression</li> <li>• Support and guidance for teachers</li> </ul>	
<b>Key Question</b> <b>How effectively do all subjects and curricular areas teach and use ICT?</b>	<b>Level ascribed</b>

<p><b><i>Breadth, balance and choice</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Curricular programmes set out a clear framework for the systematic teaching of specific relevant ICT skills.</li> <li>• Curricular programmes ensure that all pupils have regular opportunities to practice and use the specific ICT skills relevant to the subject or curriculum area.</li> <li>• Regular audits of hardware and software.</li> <li>•</li> </ul> <p><b><i>Integration, continuity and progression</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• ICT policy emphasises the importance of the integration of ICT across the curriculum.</li> <li>• ICT policy emphasises the importance of continuity and progression of ICT through the curriculum.</li> <li>• Additional support needs policy takes account of integration, continuity and progression of ICT across and through the curriculum.</li> <li>• Curricular programmes take account of pupils’ prior skill level and encourage continuity and progression across primary and secondary schools.</li> <li>• Discrete courses link to and draw from a range of curricular areas in developing ICT skills.</li> <li>• Evidence of pupils’ use of new skills and techniques.</li> <li>• Pupil awards or formal recognition.</li> <li>• Continuity of hardware and software.</li> <li>•</li> </ul> <p><b><i>Support and Guidance for teachers</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Teachers receive comprehensive and helpful guidance on developing pupils’ ICT skills within specific curricular areas.</li> <li>• Teachers receive support in using ICT for Assessment and recording.</li> <li>• Software support is provided for teachers.</li> <li>• Appropriate software is provided.</li> <li>•</li> </ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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**QI 3.2 The Teaching Process**

This QI is concerned with the following themes:

- Range and appropriateness of teaching approaches
- Teacher – pupil interaction
- Clarity and purposefulness of questioning

<b>Key Question</b> To what extent is teaching enhanced through the use of ICT	<b>Level ascribed</b>
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<p><b><i>Range and appropriateness of teaching approaches</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Teachers use appropriate blends of approaches, which include the use of ICT where appropriate</li> <li>• Pupils are encouraged to use school and other websites as part of their homework and to aid revision</li> <li>• ICT resources are well organised so that both teachers and pupils have ready access</li> <li>• Teachers are aware and making use of appropriate safe user protocols, including protocols for access to the Internet</li> <li>• Teachers demonstrate ICT skills relevant to a specific curricular context</li> <li>• Teachers have access to immediate and effective technical support so that the flow of learning and teaching can be maintained when problems with ICT occur</li> <li>• ICT is used to foster collaborative learning</li> <li>• ICT is used to allow homework to be approached in a collaborative manner i.e. study support or parental involvement</li> <li>•</li> </ul> <p><b><i>Teacher – pupil interaction</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Teachers engage pupils in challenging and stimulating discussion about their use of ICT to ensure that their skills are developing to their maximum potential</li> <li>•</li> </ul> <p><b><i>Clarity and purposefulness of questioning</i></b>  <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Staff are aware of different ICT needs / experiences / skills of their pupils</li> <li>• Teachers differentiate by intervention</li> <li>•</li> </ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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**QI 3.4 Meeting pupils' needs**

This QI is concerned with the following themes:

- Choice of tasks, activities and resources
- Provision for pupils with differing abilities and aptitudes
- Identification of learning needs

<b>Key Question</b> How effectively are learners' needs met through the use of ICT?	<b>Level ascribed</b>
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<p><i>Choice of tasks, activities and resources</i> <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• ICT policy emphasises the importance of provision of a range of ICT experiences for all pupils including a range of hardware</li> <li>• Hardware is purchased to address identified pupil needs</li> <li>• Pupils are able to work at their appropriate level taking account of their skills and experience</li> <li>• The use of ICT reduces the barriers to learning for individuals and groups of pupils</li> <li>• The school supports pupils with limited access to ICT out with the school</li> <li>• The use of ICT helps individual pupils to build on their ICT skills, including those acquired outside of school, and work at appropriate levels of pace and challenge</li> <li>•</li> </ul> <p><i>Provision for pupils with differing abilities and aptitudes</i> <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• Pupils have access to ICT facilities which have been adapted as necessary and matched effectively to their specific needs</li> <li>• Programmes of work allow for a diversity of entry points into tasks as well as a variety of satisfying exit points, to cater for different needs or experience in ICT</li> <li>• Pupil self assessment articulates next steps</li> <li>• Pupils report and class assessment articulate next steps in ICT for individuals</li> <li>•</li> </ul> <p><i>Identification of learning needs</i> <b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"> <li>• The school uses ICT to help teachers and pupils to identify specific learning needs and set individual targets</li> <li>• ICT learning needs are systematically identified and barriers to learning are clearly addressed</li> <li>• Learning support and other specialist staff contribute to meeting pupils' ICT needs</li> <li>•</li> </ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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**QI 6.6 Staff review and development**

This QI is concerned with the following themes:

- Links between staff review and development and school self-evaluation and planning
- Staff review procedures
- Staff Development

<b>Key Question</b> How effective is staff development in improving teacher ICT skills	<b>Level ascribed</b>
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<p><i>Links between staff review and development and school self evaluation and planning</i></p> <p><b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"><li>• Senior managers demonstrate their commitment by ensuring that all staff are equipped with the necessary skills in use of ICT</li><li>• This commitment is reflected in the school’s plans for improvement and staff development programme</li><li>•</li></ul> <p><i>Staff review procedures</i></p> <p><b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"><li>• Staff review involves active consideration of the needs of each member of staff in relation to ICT</li><li>•</li></ul> <p><i>Staff Development</i></p> <p><b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"><li>• Staff who lack confidence with ICT are given support and opportunities to gain the necessary skills</li><li>• Staff development focuses on developing an effective blend of learning and teaching approaches which include ICT as appropriate to specific curricular areas</li><li>• Teachers are aware of current resources and best practice in the use of ICT to support learning in particular curricular areas</li><li>• Teachers demonstrate independent, effective use of generic software to record progress and improve teaching and learning</li><li>• The school makes best use of the expertise of its own staff and local and national expertise in sharing and developing the practise</li><li>• The senior management evaluate the impact of the training provided for staff on pupils’ learning experiences</li><li>•</li></ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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**QI 7.3 Planning for improvement**

This QI is concerned with the following themes:  
• The impact of planning

<b>Key Question</b> <b>How effective is planning in ensuring a progression in the skills, insights and attitudes which learners develop as they experience broadening and deepening of their uses of ICT?</b>	<b>Level ascribed</b>
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<p><i>The impact of planning</i></p> <p><b>Features to consider (success criteria):</b></p> <ul style="list-style-type: none"><li>• The success of development plan priorities with ICT-related or focused tasks</li><li>• Very good progress in current ICT priorities</li><li>• Staff engagement in ICT-related priorities</li><li>• An improved learning and teaching environment as a result of ICT and development planning</li><li>•</li></ul>	<p><b>How do we know?</b> (supporting evidence)</p> <p><b>Strengths</b></p> <p><b>Areas for development</b></p> <p><b>Action</b></p>
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