

Element 2 Teaching and Learning with Technology				
2a Teaching with Technology				
	4	3	2	1
<b>2a-1</b> <i>Extent and quality of technology use for learning and teaching</i>	<p>There are examples of use of technology within learning and teaching. There is a focus on the use of technology mainly in discrete technology or computing lessons.</p> <p>Technology is mainly used to replicate traditional teaching approaches.</p>	<p>Many staff make regular use of technology across the curriculum to support learning and teaching, in order to engage and motivate pupils in their learning, through active and interactive learning experiences.</p> <p>Staff use a range of approaches and resources leading to identifiable gains in learning.</p>	<p>Most staff make regular use of technology to support and enhance learning and teaching across the whole curriculum</p> <p>Staff use technology to achieve approaches not readily accessible through more traditional methods.</p>	<p>Technology is embedded as an integral and natural part of learning and teaching across all curriculum areas and year groups in order to enhance and extend learning and teaching.</p> <p>Staff provide opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school.</p>
<b>2a-2</b> <i>Extent and quality of technology use for learning and teaching beyond school</i>	<p>The school has some ad hoc uses of technology for learning and teaching beyond school.</p> <p>Technology is mainly used to replicate traditional teaching approaches and consists mainly of uploaded content and worksheets for children to complete.</p> <p>There is no digital workflow between home and school.</p>	<p>The school has agreed technologies for learning and teaching beyond school. Many staff make use of this technology.</p> <p>Staff are increasing the use of a digital approaches and resources to support learning and teaching beyond school. This is leading to some identifiable gains in learning.</p> <p>The school has investigated digital systems which enable the flow of digitally created work.</p>	<p>Most staff make regular use of the agreed technology to support learning and teaching beyond school.</p> <p>Staff are using an agreed range of digital approaches and resources to support learning and teaching beyond school. This is leading to identifiable gains in learning.</p> <p>The school has implemented digital systems which enable real time communications and the flow of digitally created work.</p>	<p>Technology for learning and teaching beyond school is embedded as an integral and natural part of learning and teaching across all curriculum areas and year groups, in order to extend learning and teaching and cater for the learning needs of children at home and at school.</p> <p>School systems for learning and teaching beyond school provide opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school. They are used extensively by all staff.</p>
<b>2a-3</b> <i>Planning for technology use for</i>	<p>Some curriculum plans or schemes of work identify where technology can support learning and teaching. Staff are</p>	<p>Most curriculum plans or schemes of work identify where technology can support learning and teaching. Planning by many staff is effective.</p>	<p>All curriculum planning identifies key areas where technology can support learning and teaching. Planning is effective by most staff.</p>	<p>Curriculum planning is comprehensive and innovative in its use of technology to support learning and teaching.</p>

<b>learning and teaching (both in and beyond school)</b>	left to decide whether to use these ideas or not. There is a developing awareness of how technology can be used to improve learning and teaching within the school.	There is a growing understanding of how technology can be used to enhance learning and teaching both within and beyond the school.	There is a good understanding of how technology can enhance and extend learning and teaching both within and beyond the school.	Planning is of a high standard and creative by all staff and maximises the learning opportunities offered by technology and transforms the learning experiences both within and beyond the school.
<b>2a- 4 Breadth of development of digital capability</b>	There is a limited range of opportunities for pupils to develop their digital capability. There may be an over-emphasis on skill development at the expense of knowledge and understanding.	Teaching provides opportunities that enable many pupils to experience most aspects of technology with an appropriate balance between knowledge, skills and understanding.	Teaching enables most pupils to use and develop all aspects of their digital capability through a wide range of experiences and contexts that are consistently matched to their needs and abilities.	Teaching enables all, or nearly all, pupils to develop and use their digital capability with confidence through a wide range of appropriate contexts and challenging experiences. Teaching builds effectively on pupils' use of technology beyond the school.
<b>2a-5 Continuity and progression</b>	Some account is taken of pupils' prior technology attainment and experience when planning learning.  Many pupils repeat learning of digital skills or activities unnecessarily.	Teachers' planning builds on pupils' technology attainment and experiences but some pupils remain unchallenged by technology work.  Improved planning means that pupils rarely repeat the learning of digital skills or activities unnecessarily.	Teachers' planning routinely builds on pupils' previous technology attainment and experiences when planning learning.  The school has effective arrangements for the continuity of learning of digital skills when pupils move between years and external learning opportunities.	Teachers' planning always takes account of, and builds on, pupils' prior technology attainment and experiences within and beyond the school.  The school is imaginative and proactive in ensuring that there is continuity of learning of digital skills between years, phases and schools and partners.
<b>2a-6 Critical evaluation of teaching practice with technology including learning and teaching within and beyond school</b>	Some staff critically evaluate the use of technology in their teaching and its impact on pupils' learning.  There is little evidence that this critical evaluation will have any impact on future practice. Little consideration has been given to linking technology-enabled learning and teaching within and beyond school.	Many staff can critically evaluate the use of technology in their teaching and its impact on pupils' learning, but do not do so routinely.  Some staff work together to share the outcomes of critical evaluations and this informs future practice. Some consideration has been made to linking technology-enabled learning and teaching within and beyond school.	Most staff make regular critical evaluations of the use of technology in their teaching and its impact on pupils' learning and routinely share outcomes with colleagues. This has a clear impact on future practice.  The school has evaluated the use of its approach to linking technology-enabled learning and teaching within and beyond school and has used the outcomes to improve practice.	All, or nearly all, staff critically evaluate the use of technology in their teaching and its impact on pupils' learning wherever that takes place.  Outcomes are routinely shared with colleagues within and beyond the school. This process is an integral part of the school's reflective culture and has a significant impact on practice.
<b>2a-7 Developing ongoing pupil use of technology</b>	Some staff can engage pupils in dialogue to help them improve, but only in some aspects of their use of technology.	Many staff can engage pupils in formative dialogue that helps them improve their use of technology.	Most staff can engage pupils in regular and well-informed discussions about their use of technology and how to improve it.	All, or nearly all, staff are confident and competent to engage in high-quality, detailed dialogue with pupils about their use of technology. This results in clear targets for improvement.

<p><b>2a-8</b> <b>Inclusion and Equal Rights (including equity of home access)</b></p>	<p>The school's policy on inclusion pays little or no attention to the potential of technology to enable and extend the learning of different groups of pupils.</p> <p>The use of technology to improve curriculum access for pupils with SEND is patchy and unplanned.</p> <p>The school is yet to survey its families to evaluate the level of home access to technology.</p>	<p>The policy for inclusion fully recognises the role of technology in enabling and supporting the learning needs of different groups of pupils including SEND.</p> <p>Staff are aware of its potential, but do not always achieve this in practice.</p> <p>The school has surveyed the level of home access and has begun to introduce strategies to support those families that have limited or no access to technology.</p>	<p>The policy for inclusion fully recognises the role of technology in enabling and supporting the learning needs of different groups of pupils including SEND.</p> <p>Most staff plan appropriately for technology to support the full range of pupils in enabling or widening their access to learning.</p> <p>The school regularly surveys the level of home access to obtain an up to date picture. It has an agreed process to provide provision for those that do not have it.</p>	<p>There is a strategic overview and on-going commitment to supporting the effective inclusion of pupils with SEND.</p> <p>Staff take a proactive role in identifying how technology can be used to enable and broaden access to learning within and beyond the school, for a wide range of learning needs.</p> <p>There is a school approved scheme for supporting families with little or no access to technology. This holistic provision includes devices, connectivity, filtering and training.</p>
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Element 2 Teaching and Learning with Technology				
2b Learning with technology				
	4	3	2	1
<b>2b-1</b> <i>The development of pupils' digital capability</i>	There is a limited range of opportunities for pupils to apply and improve their digital capability across the whole school curriculum.	Pupils develop and apply many aspects of their digital capability across the whole school curriculum.	There are opportunities and challenge for pupils to creatively apply and consolidate their digital capability across the whole curriculum.	Pupils make creative use of technology that challenges and extends their capability with a wide range of high-quality experiences across the curriculum.
<b>2b-2</b> <i>The development of pupils' ability to work digitally within and beyond school</i>	There is a limited range of technology systems and learning opportunities for pupils to apply and improve their digital capability within and beyond school.	There are agreed technologies in place, with associated planning, to enable pupils to develop and apply many aspects of their digital capability across the whole school curriculum, within and beyond school.	There are regular opportunities and challenge for pupils to creatively apply and consolidate their digital capability across the whole curriculum. Pupils are able to work on the same activities within and beyond school.	Pupils make creative use of technology that challenges and extends their capability with a wide range of high-quality experiences across the curriculum. They are able to work seamlessly on these within and beyond school.
<b>2b-3</b> <i>Creativity and learning skills</i>	The use of technology helps some pupils to develop their creative abilities, search for information, draft their work and pay more attention to detail and presentation.	For many pupils, the use of technology in some curriculum areas develops their creative abilities and their ability to research, refine their work, learn from their mistakes, collaborate with others, and reflect on the quality of their work.	For most pupils the use of technology in a broad range of curriculum areas improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.	For all or nearly all pupils the use of technology, both within and beyond the school, significantly improves their creativity and ability to investigate, solve problems, refine their work, learn from their mistakes, collaborate with others and reflect critically on their learning.
<b>2b-4</b> <i>Matching capability to opportunities</i>	There is some interaction between those planning for the development of pupils' digital capability and those planning for the use of technology in some curriculum areas.	Planning recognises the interdependence of the development of pupils' digital capability and their use of technology in some curriculum areas and has made clear links between the two.	Mapping has identified and developed links between pupils' digital capability and their use of technology in most curriculum areas.  Pupils experience progressive use of technology in a range of contexts.	There is a constant interaction between the development of pupils' digital capability and their use of technology in all curriculum areas.  This enables pupils to develop their digital capability in a wide range of relevant contexts and gain maximum benefit from their use of technology across the curriculum.
<b>2b-5</b> <i>Provision for learning within and beyond school</i>	There is some whole school planning for linking learning between home and school and some staff encourage pupils to use technology to support their learning.	There is agreed whole school planning for linking learning within and beyond school and most staff plan for pupils to use technology to support their learning.	There is a whole school strategy for learning within and beyond school, complete with agreed online digital platforms, software, and content.	There is imaginative planning for technology to be used innovatively, enabling pupils to continue and extend their learning where and when they want.

	Staff value such learning and are beginning to understand how it can be integrated into work in school.	Staff value such learning and plan for it to be integrated into work in school.	Most staff actively encourage pupils to use technology to continue and extend their learning beyond the school and provide opportunities for them to do so. Their learning at home is fully integrated into lessons at school.	There is a seamless link between learning in and outside of the classroom and wider curriculum experience is enabled through the extended use of technology. Expectations of pupils' learning with technology beyond school are high and such learning is valued and celebrated.
<b>2b-6</b> <i>Pupils' confidence, independence and understanding about their learning</i>	<p>Some pupils make decisions about when to employ technology in some subjects but often lack confidence to take their learning forward independently or to transfer their digital capability to new situations.</p> <p>Pupils have difficulty in identifying when and when not to use technology. They find it difficult to give examples that link technology practice with impact on learning. Pupils are aware of the need to use technology safely.</p>	<p>Many pupils have the confidence to make informed decisions about when to use technology. They can make independent use of technology and transfer their digital capability to new situations.</p> <p>They have growing expectations about using technology to support their learning. Some can discuss elements of this when prompted, and sometimes use examples drawn from their own experience. Pupils are able to understand how to use technology safely.</p>	<p>Most pupils have reached high levels of confidence to apply technology independently and where appropriate. They make informed decisions across the curriculum about when and how to use technology.</p> <p>They can articulate clear expectations about using technology to support their learning and are able to illustrate this with examples drawn from their own learning. Pupils are able to put into practice safe use of technology.</p>	<p>All or nearly all pupils have reached high levels of confidence and independence to apply and develop their use of technology. They understand the potential of technology to support and enhance learning both within and beyond school.</p> <p>Pupils make regular informed decisions across the curriculum about when and how to use technology. Drawing on their own experience they can readily identify ways in which technology makes a difference to learning and achievement.</p>
<b>2b-7</b> <i>Attitudes to learning</i>	When using technology some pupils engage with learning activities and work effectively with others, although some behaviour suggests a limited interest in the use of technology.	The use of technology helps many pupils to improve their motivation and supports the development of their self-esteem, attitude to learning and capacity for independent as well as collaborative study. Some pupils lose interest when they encounter a problem.	Most pupils are motivated to use technology both in and out of school to improve their work. Technology has a significant influence on self-esteem, attitude to learning and capacity for independent study.	When using technology, all or nearly all pupils engage with learning activities, work innovatively and effectively with others, sustain attention and show tenacity. They explore the potential of technology to improve their work both in and out of school. The use of technology has a major impact on their self-esteem, enthusiasm, engagement, and approach to learning within and beyond the school.