

Guidelines for ICT observation in schools, best practice exchange, discussion with school leaders and preparation for dissemination



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Does the teacher have good ICT subject knowledge and understanding?

- Do the teachers have enough ICT skills to manage the lesson?
- Which hardware/ software/web tools do they use during the lesson?**
- How are they trained to the use of ICT?**
- Is there a national policy for ICT implementation? Where do the schools get fundings from?**
- Are ICT activities stimulating and motivating in order to engage pupils' interest?

2. Is ICT planning effective and does it set clear objectives that are understood?

- Do lesson plans have clear ICT learning objectives?**
- Does the school have an ICT curriculum?**
- Are ICT skills used to support learning in the subject areas? Which ones?**
- Are ICT resources used to support learning for children with learning problems?
- Do pupils acquire new ICT skills or knowledge during the lesson or over a period of time?
- Does the pupils' work reflect their progress?

3. Do ICT teaching methods enable all pupils to learn effectively?

- Is ICT activity purposeful and meaningful for the age and ability of the pupils?
- Does the teacher group pupils in order to use ICT effectively?**
- Are pupils' own ideas and experiences of the use of ICT used by the teacher?
- Does the lesson allow the teacher to interact with different groups of pupils using ICT?
- Do ICT activities and resources meet the differing groups, cultures and backgrounds of pupils?**
- Are pupils encouraged to evaluate what they have learned and improve their ICT work?**

4. Does the teacher make effective use of time and ICT resources?

- Is time used effectively to promote ICT learning?**
- Is a good pace maintained throughout the lesson?
- Do pupils have clear targets about what is expected of them?
- Do ICT resources function reliably?**
- Does the teacher provide effective support to all pupils who need it when using ICT?
- Is pupils' ICT work assessed? How?**
- Is formative ICT assessment used during the lesson to improve learning for others?
- What opportunities are given for peer assessment?

5. Is ICT homework used to reinforce and extend learning?

- Does the teacher set ICT homework?**
- How appropriate is the homework?
- What provision is made for pupils with no access to ICT at home?
- Is flipped teaching used? Why?**

6. Internet safety

- Does the school have a cyberbullying prevention plan?
- Which measures are undertaken for Internet safety?
- How are parents involved?

7. Do pupils apply intellectual and creative effort in their ICT work?

- Do they remain fully engaged throughout the lesson when using ICT?**
- Do they work effectively together in pairs or groups when using ICT?
- Are pupils confident** to explore software applications and solve their own problems?

8. Across the school as a whole, is there a breadth of ICT experience?

- Do pupils have experience of **a range of different types of information**, including text, numbers, tables, charts, graphs, moving and still pictures, and sounds?
- Is there progression from year to year in pupils' experiences of ICT?
- Do displays represent the use of ICT across the school?
- Does ICT work show a progressive development of pupils' skills across the school?