A prompt sheet for observing ICT lessons in primary schools

This prompt sheet has been developed from the Ofsted criteria for effective teaching. It provides ICT-relevant criteria for use when observing ICT lessons in primary schools. Use the indicators as prompts, not as a series of checks against which to evaluate a teachers performance. It will help focus on key aspects which may otherwise be missed.

	1.	**Does the teacher have good ICT subject knowledge and understanding?**	
	a.	Do they show a thorough knowledge of the subject content covered in the lesson?	
	b.	Do they show a good understanding of the ICT Programmes of Study and of the P levels if appropriate?	
	c.	Do they have enough ICT skills to manage the lesson?	
	d.	Can they use hardware and software appropriate to the lesson?	
	e.	Do they use appropriate ICT language and terminology?	
	f.	Can they explain new ICT skills and concepts in a way that makes sense to pupils of all abilities?	
	g.	Can they draw on pupils own ICT skills and knowledge when presenting new materials?	
	h.	Do they match ICT equipment and software to interest and challenge pupils?	
	2.	**Is ICT planning effective and does it set clear objectives that are understood?**	
	a.	Do lesson plans have clear ICT learning objectives?	
	b.	Do the objectives relate to the Programmes of Study for ICT and to the P levels if appropriate?	
	c.	Does planning take into account those pupils with higher levels of ICT skills?	
	d.	Are ICT resources prepared and ready before the lesson?	
	e.	Does ICT planning identify the effective use of other adults?	
	f.	Does planning take into account the appropriate use of assistive technologies?	
	3.	**Do teachers challenge and inspire pupils working with ICT?**	
	a.	Do teachers challenge pupils' thinking about their use of ICT?	
	b.	Are ICT activities stimulating and motivating in order to engage pupils' interest?	
	c.	Are pupils with good ICT skills, gained from access to ICT outside school, challenged?	
	d.	Does the teacher extend the boundaries of the use of ICT in the wider world?	
	e.	Are pupils who make use of assistive technologies suitably challenged?	
	4.	**Do ICT teaching methods enable all pupils to learn effectively?**	
	a.	Do the lesson objectives build on previous teaching or learning in ICT?	
	b.	Does the teacher actively teach new ICT skills or knowledge?	
	c.	Is ICT activity purposeful and meaningful for the age and ability of the pupils?	
	d.	Does the teacher group pupils in order to use ICT effectively?	
	e.	Are pupils' own ideas and experiences of the use of ICT used by the teacher?	
	f.	Does questioning probe pupils' knowledge and understanding of their use of ICT?	
	g.	Does the lesson allow the teacher to interact with different groups of pupils using ICT?	
	h.	Do ICT activities and resources meet the differing groups, cultures and backgrounds of pupils?	
	i.	Are pupils encouraged to evaluate what they have learned and improve their ICT work?	
	j.	Are pupils encouraged to talk with the teacher and other pupils about their ICT work?	
	k.	Are ICT skills used to support learning in other subject areas?	

5.	Does the teacher make effective use of time and ICT resources?	
a.	Is time used effectively to promote ICT learning?	
b.	Is effective use made of ICT resources?	
c.	Is a good pace maintained throughout the lesson?	
d.	Do pupils have clear targets about what is expected of them?	
e.	Is good use made of any support available (learning assistants, parents etc)?	
f.	Is time used effectively to provide maximum access to ICT resources?	
g.	Do ICT resources function reliably?	
h.	Does the teacher refer pupils to relevant health and safety and acceptable use policies?	
i.	Are resources deployed and organised effectively for pupils' use?	
j.	Is the teacher an effective role model for pupils in their use of ICT?	
k.	Does the teacher provide effective support to all pupils who need it when using ICT?	
6.	Does the teacher make effective use of time and ICT resources?	
a.	Is pupils' ICT work assessed?	
b.	Does the teacher assess other aspects of ICT capability?	
c.	Does the teacher talk to pupils to assess their progress during the lesson?	
d.	Is formative ICT assessment used during the lesson to improve learning for others?	
7.	Is ICT homework used effectively to reinforce and extend learning?	
a.	Does the teacher set ICT homework?	
b.	How appropriate is the homework?	
c.	What provision is made for pupils with no access to ICT at home?	
d.	Is it followed up with the class or individuals?	
8.	Do pupils make effective ICT progress?	
a.	Do pupils acquire new ICT skills or knowledge during the lesson or over a period of time?	
b.	Does the pupils' work reflect their progress?	
c.	Do pupils make sufficient progress during the lesson?	
d.	Are outcomes consistent with the ICT objectives for the lesson?	
9.	Do pupils apply intellectual and creative effort in their ICT work?	
a.	Do they remain fully engaged throughout the lesson when using ICT?	
b.	Do they work effectively together in pairs or groups when using ICT?	
c.	Are pupils motivated to learn using ICT?	
d.	Are pupils reliant on the teacher for new skills or ideas when using ICT?	
e.	Are pupils confident to explore software applications and solve their own problems?	
f.	Can pupils solve simple ICT problems when they arise?	
g.	Are pupils encouraged to use online help or reference books when solving ICT problems?	
h.	Can they organise themselves for working with ICT resources?	
i.	Do pupils understand what they are doing and how they can improve their work using ICT?	

10.	**Across the school as a whole, is there a breadth of ICT experience?**	
a.	Do pupils have experience of a range of different types of information, including text, numbers, tables, charts, graphs, moving and still pictures, and sounds?	
b.	Is there progression from year to year in pupils' experiences of ICT?	
c.	Do all pupils experience the same entitlement to ICT?	
d.	Do displays represent the use of ICT across the school?	
e.	Do displays represent the range of use of ICT across the school?	
f.	Do pupils use a range of software applications?	
g.	Are pupils introduced to different hardware and its uses?	
h.	How are ICT skills used to support learning in other subjects?	
i.	Does ICT work reflect pupils' understanding of audience and purpose?	
j.	Does ICT reflect pupils' planning and collaborative work?	
k.	Is there evidence of drafting and redrafting of different versions of the same work using ICT?	
l.	Does ICT work show a progressive development of pupils' skills across the school?	
m.	Are those pupils who use assistive technologies able to use them across the school?	