

## Element 1: Personalising and extending student learning

The developing school	The accomplished school	The leading school
<ul style="list-style-type: none"> <li>Makes school ICT decisions to meet immediate needs across the school with reference to the curriculum framework that informs learning, teaching and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Makes school ICT decisions to support the implementation of a coherent curriculum framework that informs learning, teaching and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Makes school ICT decisions to support and enhance the implementation of a coherent curriculum framework that informs learning, teaching and assessment.</li> </ul>
<ul style="list-style-type: none"> <li>Uses ICT to extend learning within curriculum areas, and to enable students to work independently and interact with others.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT to differentiate the curriculum and enable student-centred learning environments that provide opportunities for collaboration and interaction between students, and for the provision of authentic learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and articulates how ICT will be used and adapted to differentiate the curriculum to enable,               <ul style="list-style-type: none"> <li>Extend and personalise learning for individuals and groups.</li> <li>Students work collaboratively with other students</li> <li>Teachers and external experts on authentic tasks.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Provides opportunities for students to use ICT in some curriculum areas. Students are provided some opportunities to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.</li> </ul>	<ul style="list-style-type: none"> <li>Purposefully integrates ICT with subject content in some areas of the curriculum, pedagogy and assessment. Students are taught to use ICT to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates ICT across all curriculum areas, pedagogy and assessment. Students are given the opportunity to select from a range of technologies that takes account of and builds on their existing knowledge and ICT experience to: - question and enquire - collaborate, share and communicate - conceptualise, produce, create and acquire knowledge - solve problems and think critically and - manage information.</li> </ul>
<ul style="list-style-type: none"> <li>Monitors how ICT use within the school supports deep learning. Learning content is largely generated by staff.</li> </ul>	<ul style="list-style-type: none"> <li>Supports students to self-regulate their learning by using ICT to set goals, evaluate progress, adapt and modify drafts and revise final products. Students consider their role in the development of learning content.</li> </ul>	<ul style="list-style-type: none"> <li>Seamlessly integrates ICT across learning and teaching to enable powerful learning. The learning impact of new and emerging technologies is regularly reviewed against this goal. Responsibility for the creation of learning content is distributed between staff and students.</li> </ul>
<ul style="list-style-type: none"> <li>Consults with the school community and others to determine how ICT can facilitate the development of personal learning pathways for students.</li> </ul>	<ul style="list-style-type: none"> <li>Considers and plans how ICT could be used to develop personal learning pathways for students.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT to reflect on, negotiate and develop dynamic personal learning pathways for students.</li> </ul>