

# The Team SLICT Matrix - an audit tool

## 1. My use of ICT for personal and professional needs

### 1.1. My ICT Skills

Focusing	I have few ICT skills and still need a lot of help when using ICT or learning new applications or technologies	
Developing	I often need support when using ICT, or when learning new applications or technologies.	
Establishing	I sometimes need support when learning how to use new applications or technologies.	
Enhancing	I learn how to use new applications or technologies without support.	

### 1.2. My personal use of ICT outside of my role

Focusing	I rarely make personal use of ICT.	
Developing	I sometimes make personal use of ICT.	
Establishing	I often make personal use of ICT.	
Enhancing	I make widespread and regular personal use of ICT.	

### 1.3. My use of ICT for professional tasks

Focusing	I make use of ICT in my professional tasks only when essential.	
Developing	I sometimes find ICT useful in my professional tasks.	
Establishing	I often find ICT useful in my professional tasks.	
Enhancing	I make widespread and regular use of ICT in my professional tasks.	

### 1.4. Supporting others in their use of ICT for learning and teaching

Focusing	I still need a lot of support myself.	
Developing	I have some knowledge of some uses of ICT in teaching that I could share with others.	
Establishing	I feel fairly confident in the use of ICT for learning and teaching but would need some coaching in order to be able to support and develop others.	
Enhancing	I have already supported other staff in their use of ICT and am confident that I can help others to improve their effectiveness in using ICT.	

## 2. My use of ICT for learning and teaching

### 2.1. Identifying opportunities to use ICT in teaching

Focusing	I am uncertain about when to use ICT in teaching.	
Developing	I am beginning to recognise when to use ICT in teaching.	
Establishing	I am increasingly recognising when to use ICT in teaching.	
Enhancing	I know when to use ICT in teaching..	

### 2.2. Planning the use of ICT in teaching

Focusing	I rarely plan for the use of ICT in my practice.	
Developing	I occasionally plan for the use of ICT in my practice.	
Establishing	I regularly plan for the use of ICT in my practice.	
Enhancing	I always plan for the appropriate use of ICT in my practice.	

### 2.3. Evaluating ICT resources

Focusing	I rarely use ICT-based resources to support teaching.	
Developing	I can make use of ready-made resources to support teaching but I am unsure what makes a good ICT resource.	
Establishing	I evaluate and adapt available resources in order to select the most appropriate for teaching needs.	
Enhancing	I evaluate a range of available resources, and adapt or create new ones to meet pupils' needs.	

### 2.4. Making appropriate use of ICT in teaching

Focusing	I make little or no use of ICT in my practice and use a narrow range of technologies.	
Developing	I make some use of ICT in my practice but am not sure about its appropriateness. I experiment with a wider range of technologies.	
Establishing	I make regular use of ICT in my practice and can judge its appropriateness. I am increasingly using a wider range of technologies.	
Enhancing	Appropriate use of ICT is part and parcel of my everyday practice and I use a wide range of available technologies.	

### 2.5. Understanding how ICT can improve teaching

Focusing	I am uncertain how ICT can improve teaching.	
Developing	I have some awareness of how ICT can improve teaching but cannot translate this into my own practice.	
Establishing	I increasingly understand how ICT can improve teaching and am beginning to put this into my own practice.	
Enhancing	I have a clear understanding of how ICT can improve teaching and routinely put this into practice.	

### 2..6. Understanding how ICT can improve/support/ enhance pupils' learning

Focusing	I am uncertain how ICT can improve pupils' learning.	
Developing	I have some awareness of how ICT can improve pupils' learning and have seen some evidence of pupils' progress.	
Establishing	I increasingly understand how ICT can improve pupils' learning and often see evidence of the impact on pupils' progress.	
Enhancing	I have a clear understanding of how ICT can improve pupils' learning, and there is strong evidence of the impact on pupils' progress.	

## 2.7. Assessing pupils' ICT capability

Focusing	I am uncertain about how to assess pupils' ICT capability or how to make effective use of such information when planning lessons using ICT.	
Developing	I can assess some aspects of ICT capability and sometimes take account of this when planning lessons using ICT.	
Establishing	I assess most aspects of pupils' ICT capability and often take account of this when planning lessons using ICT.	
Enhancing	I have a clear understanding of the pupils' ICT capability and invariably plan ICT activities that take account of their differing capabilities in ICT.	

## 2.8. Reflecting on my practice using ICT in the classroom

Focusing	I find it hard to reflect on my use of ICT in the classroom and do not know how to improve my practice.	
Developing	I try to reflect on the use of ICT in the classroom and can sometimes see ways that I could improve on my practice.	
Establishing	I often reflect on my use of ICT in the classroom and consider its impact on pupils. I adapt my practice as a result of my evaluation.	
Enhancing	I always reflect on the impact that my use of ICT has on learning and teaching, and continuously seek ways to improve my practice.	

### 3. Use of ICT by teachers in my school/subject area

#### 3.1. Teaching using ICT

Focusing	Where teachers do use ICT within their teaching it is mainly to replace traditional teaching approaches and motivate pupils.	
Developing	Teachers use ICT to engage and motivate pupils in their learning.	
Establishing	Teachers use ICT to enhance learning experiences and approaches not readily accessible through traditional methods.	
Enhancing	Teachers use ICT to enable pupils to learn for themselves and to extend their learning opportunities. These students take responsibility for their own learning.	

#### 3.2. Using ICT to extend opportunities for learning

Focusing	Learning with ICT takes place mainly within lesson time.	
Developing	Pupils have opportunities to use ICT to learn outside of lessons.	
Establishing	Pupils use ICT resources to learn at times and places appropriate to their needs	
Enhancing	The school provides guidance, online support and recognition for pupils' own learning with ICT	

#### 3.3. Pupils are taught how to learn using ICT

Focusing	There is little or no project-based internet learning or systematic teaching of information literacy skills.	
Developing	Some teachers use project-based internet learning and teach pupils relevant information literacy skills.	
Establishing	Most teachers use project-based internet learning, and support pupils to develop information literacy skills.	
Enhancing	Project-based internet learning is used throughout the school/department, and information literacy skills are taught to all pupils.	

#### 3.4. Teachers' understanding of how ICT impacts on pupils' learning

Focusing	Most staff see the impact of ICT on motivation and presentation.	
Developing	Some staff understand how ICT can improve pupils' learning and achievements.	
Establishing	Most staff understand how ICT impacts on pupils' learning and achievements.	
Enhancing	All staff understand how pupils' learning and achievements are improved through the use of ICT.	

#### 3.5. Teachers use ICT to personalise pupils' learning

Focusing	There is no differentiation in the way that ICT is used to support pupils' learning.	
Developing	Some staff use ICT to support specific learning needs or abilities to maximise individual progress.	
Establishing	Most staff use ICT to support a range of different learning needs and abilities within the classroom to maximise individual progress.	
Enhancing	All staff use ICT to match and support individual pupils' learning needs and styles in order to maximise individual progress.	

## 4. Leading ICT in my school/subject area

### 4.1. The school/subject vision for ICT to support learning and teaching

Focusing	There is no collective understanding or written statement about the potential for ICT to support learning and teaching.	
Developing	There is a vision statement which identifies the potential of ICT in this subject/school.	
Establishing	There is a vision statement which identifies the wide-ranging nature of ICT. It is shared by all staff and forms the basis of developments in the subject/school.	
Enhancing	There is an innovative vision statement for the school/subject that matches the school's overall school aims. It recognises the changing potential of ICT and its impact on staff and pupils.	

### 4.2. ICT in development planning

Focusing	There is no detailed ICT development plan for the school/subject. If there is one, it hasn't been updated recently.	
Developing	There is an up-to-date school/subject plan with some short-term targets for ICT. Funding is allocated on a formula basis, similar to other subjects.	
Establishing	There is a long-term strategic plan for future developments which forms part of the school improvement plan. This is supported with an up-to-date ICT plan with short-term targets and action plans. Costs are identified and allocated.	
Enhancing	There is a detailed ICT development plan which shows short- and long-term targets, costings and a commitment to developing ICT across the whole school and curriculum.	

### 4.3. Curriculum leadership of ICT

Focusing	No one has responsibility for the leadership of ICT in my field/subject.	
Developing	Leadership of ICT in my field/subject is delegated to someone with appropriate skills..	
Establishing	An appropriate person has taken on responsibility for developing ICT in this field/subject.	
Enhancing	An appropriate person actively leads the strategic developments of ICT in the field/subject.	

### 4.4. Staff development in ICT

Focusing	Individuals have to identify their own needs and training.	
Developing	The school makes use of its own resources or of LEA or external courses for identified staff.	
Establishing	Annual targets are set for all staff. These are included in the school development plan. Staff are supported to achieve their targets through a variety of in-house or external development opportunities.	
Enhancing	All staff in the school/department have a continuing professional plan for ICT. These are reviewed regularly and the impact of development on pupils' progress and achievements evaluated in the light of training undertaken.	

### 4.5 Evaluating impact

Focusing	No attempt has been made to evaluate the impact of ICT on learning, teaching or achievements.	
Developing	Some teachers are exploring ways to evaluate the impact of ICT on learning, teaching and achievements..	
Establishing	The school/subject has some strategies for evaluating the impact of ICT on learning, teaching and achievements.	
Enhancing	The school has a clear approach to evaluating the impact of ICT on learning, teaching and achievements.	

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Fo=focussing De=developing Es=establishing En=enhancing