








Teacher ICT Skills Audit 2008

School		Date	
Teacher Name			

Use the following scale to answer the questions

1	2	3	4	5
Confident to train others Use weekly	Confident Use fortnightly	Competent Use termly	Have had training Use occasionally	Need training Never use

Professional Use of ICT	1	2	3	4	5
Can word process confidently e.g. can create documents using a variety of elements (tables, images) with appropriate consideration to layout and formatting	1	2	3	4	5
Can use spreadsheets confidently e.g. can use formulae, sort and graph data	1	2	3	4	5
Can use PowerPoint e.g. incorporate text, images, sound and video	1	2	3	4	5
Can use Photo Story e.g. incorporate images, captions and music	1	2	3	4	5
Can use e-mail professionally including sending attachments / managing addresses	1	2	3	4	5
Can use the Internet to find information and copy / save it for use and download resources e.g. primary strategy and national whiteboard website	1	2	3	4	5
Can use the portal confidently	1	2	3	4	5
Can save files and create new folders to save files into	1	2	3	4	5
Can save and access files using the school electronic folder structure or portal for access by all e.g. to monitor planning	1	2	3	4	5
Can use windows explorer , e.g. to delete, move / manage and search for files	1	2	3	4	5
Use of ICT as a Management Tool					
Uses ICT for management, administration and planning e.g., writing reports, IEP writer	1	2	3	4	5
Can access assessment data electronically and use to set targets / monitor progress	1	2	3	4	5
Uses electronic communication systems to communicate within / outside school e.g. a-mail, web site, portal	1	2	3	4	5
Uses an Intranet/school web site/portal to share and access resources across the school and/or between schools	1	2	3	4	5
Is able to support other staff on use of ICT within the subject/ area they have responsibility for	1	2	3	4	5
Professional Development					
Have attended local authority training opportunities in relation to ICT	Yes	No			
Have attended other training opportunities in relation to ICT	Yes	No			
Uses relevant sites to access resources for teaching, e.g. interactive whiteboard network, teachernet, Ofsted	Yes	No			
Engaged in a professional on-line community, e.g. NCSL,	Yes	No			
Have been involved in other CPD opportunities e.g. team teaching, AST support	Yes	No			
Have been involved in coaching or mentoring to address individual needs in ICT	Yes	No			

Developing the ICT Curriculum					
Is able to deliver the ICT programme of study through an appropriate scheme of work	1	2	3	4	5
Provides opportunities for developing pupil skills in the following areas at the appropriate level for year group					
 communicating information – e.g. use of images, text and sound, presentations, awareness of audience, evaluation,	1	2	3	4	5
 communicating information - uses RM Easy Mail to support learning/teaching	1	2	3	4	5
 information handling – e.g. use of graphing packages, branching and other databases, knowledge of data collection and use of data to answer questions	1	2	3	4	5
 research skills – e.g. accessing information through CD ROMs and web site sources, knowing about accuracy of information, use various search strategies to locate information	1	2	3	4	5
 modeling and use of simulations –use simulations to make and justify decisions, explore the impact of changing variables e.g. in a spreadsheet	1	2	3	4	5
 Control and monitoring – e.g. give receive instructions, use control toys and programmable toys and logo for predicting and testing, create sequences of instructions and procedures, and refine them, collect and use sensing data to answer questions / solve problems	1	2	3	4	5
 Developing acceptable use of ICT skills – e.g. identify risks and benefits of internet use and know how to stay safe when online. Has a good understanding of e-safety issues and follows school policy consistently.	1	2	3	4	5
Assessment of ICT (please use the confidence scale to answer this question)					
Build on pupils' previous experiences when planning ICT activities and ensures they are matched to pupils' needs	1	2	3	4	5
Uses formative assessment including pupil self-assessment	1	2	3	4	5
Assesses ICT capability e.g. against the QCA scheme of work	1	2	3	4	5
Sets targets for ICT and pupils' progress is routinely tracked	1	2	3	4	5
Is awarding levels for pupils attainment in ICT	1	2	3	4	5
Using ICT to Support the Curriculum					
Uses ICT confidently to support learning and teaching in literacy, numeracy and science and other subjects	1	2	3	4	5
Planning identifies opportunities for pupils to extend their skills across subjects	1	2	3	4	5
Uses an online resource to support learning, e.g. portal, Espresso, Learning platform	1	2	3	4	5
Uses an interactive whiteboard confidently to support learning and teaching, incorporating images, text, sound and video	1	2	3	4	5
Plans for and works with pupils to use a variety of software to record sound and narration, for example, Sound Recorder and Audacity and produce images and text	1	2	3	4	5
Plans for and works with pupils to use a range of technologies including digital microscope, digital still cameras digital movie creator cameras, video conferencing	1	2	3	4	5
Uses interactive teaching programs to support numeracy	1	2	3	4	5

For internal school use, to support monitoring of staff skills and plan for professional development.