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| Road Map 2D.O.P |  | **Initial** | **e-Enabled** | **e-Confident** | **e-Mature** |
| ICT in the Curriculum | Teacher Understanding | Teachers have a general understanding of how e-learning can improve teaching and learning | A number of teachers understand creative ways of integrating ICT into the curriculum | Most teachers understand how e-learning can be used in the curriculum to improve student learning | Teachers have determined their own methodologies for integrating ICT into the curriculum |
| Planning | The is little planning for ICT integration with ICT activities focused on learners acquisition of basic IT skills e.g word processing | There is some planning for ICT integration with the focus mainly on teacher preparation, whole class teaching, group and individual work | Teachers plan in a structured way for ICT integration in their lessons and classroom activities | The school devotes time to exploring new approaches to using e-learning to improve pupil learning. |
| Teacher Use | Teachers use computers primarily in isolation from regular classroom learning activity | Teachers use ICT for lesson planning and as a teaching tool | Teachers use ICT to provide learning opportunities that support cross-curricular, subject based and interactive learning approaches | Teachers have embedded ICT into their practice to facilitate pupil-directed learning. There is consistent evidence of collaborative, discovery based and authentic e-learning activities throughout the school |
| Student Experience | Students occasionally use ICT as part of the learning process | Pupils experience e-learning activities regularly | Pupils experience e-learning activities regularly and use ICT to collaborate on curriculum activities both within school and with other schools | Pupils are facilitated to use ICT to support and assess their learning e.g creating digital content, e-portfolios |
| SEN | Teachers are aware that ICT can enhance the learning opportunities of pupils with special educational needs | Teachers’ use of ICT focuses on the development of literacy and numeracy for pupils with special educational needs | Teachers use ICT diagnostic tools,. assistive technologies and ICT resources to address curriculum objectives with pupils with SEN  | ICT is integral to all aspects of SEN teaching and learning as well as in the development of IAP. ICT resources and assistive technologies are incorporated into all levels of school planning |