

5 Recording

Most teachers have past experience of inordinately complex recording systems; page after page of tick boxes and ludicrously detailed attainment targets that took many hours to complete and detracted from actual teaching. In practice, such systems simply do not work. Good record-keeping is simple, takes the minimum amount of time and provides only useful information so that progress and achievement can be tracked. No more is necessary.

Recording systems and portfolios

Many methods of recording progress exist, from ticklists to detailed and extensive portfolios of pupils' work. Some provide little useful information; others are so extensive that it is doubtful if the time expended on their assembly is cost-effective in terms of the useful information gleaned. Records need to be simple and informative without overloading the teacher with unnecessary work!

A basic requirement is a checklist of the activities undertaken. This is not for assessment purposes but to act as a tool for class management; essential when working with only one or two computers per class to ensure that all children have undertaken the planned range of activities across a year. This may be supplemented by a similar record of the skills and applications experienced which is related to expected progression. Neither provides evidence of achievement, which can only come from examples of the actual work and, through talk and written comments, the understanding of the pupils relating to how they undertook that work. While pupil portfolios are not mandatory, they are one way of tracking progress over time. It is essential that, for each pupil, the teacher keeps track of progress, in order to inform planning and reporting and to be able to provide appropriate assessments for the next teacher or school.

At Key Stage 1, most pieces of art or textual work are used for display or sent home to parents. To print and retain additional copies is expensive and time-consuming, though it does provide the opportunity for a full, annotated record of the pupil's work. However, examples of work can be retained on disk by the teacher, with appropriate examples of the highest level work printed out at the end of Year 2. The teacher will need to maintain records of each assessment made in order to be secure in their final judgements.

At Key Stage 2, the practice of pupils having their own work disk(s) on which all their work during a year is saved has proved beneficial in many schools. What can be more appropriate than keeping ICT records using ICT? The process also ensures that:

- pupils develop basic skills in handling disks
- there is a means of assessing progress
- there is a referral point for the teacher to use if unsure of a pupil's capability
- the pupils become involved in the critical evaluation of their work
- there is a consistency of approach, which can be used alongside verbal evidence to inform the planning of the next teacher.

However, there are potential problems. For example, disks may be lost or the data corrupted, so such a system may need to be supported by other strategies.

Those that have worked in practice include:

- Pupils can keep some personal records, perhaps in an ICT logbook, or, for older pupils, on a computer database. Using a page for each major ICT activity, the record could include ticking the list of skills used, noting the processes and software used and a brief personal evaluation explaining how they completed the activity. Other notes might include:
 - the benefits of using ICT for the task
 - indicating new skills learned
 - showing awareness of possible outcomes if ICT had **not** been used.Such an approach provides both a useful additional record and also encourages pupils to be critical of their own work.
- Using recording sheets that show what each pupil has achieved over a period of time. A copy of each sheet can be placed by the computer and the pupil indicates, once the teacher has observed the activity or marked the hard copy, that they have completed the task. Examples of this type of recording sheet can be found on the following pages (see **Forms 1, 2 and 3**, pages 15 to 17).

Ultimately, each school will develop its own methods of recording pupils' progress. The system for ICT will need to reflect existing practice if it is to work and be acceptable to teachers.

ICT Record Sheet

Term:..... Teacher:

Year: Class:.....

Activity 1: Subject: ICT

Complete this adventure game and find the missing children. Can you solve all the problems?

Software:

Granny's Garden

Activity 2: Subject: English

Write a report about your adventures in *Granny's Garden*.

Software:

Clicker 4

Activity 3: Subject: Maths and Science

Complete your tally sheets on eye colour and hair colour. Use these to draw pictograms for eye colour and hair colour.

Software:

RM Starting Graph

Activity 4: Subject: Science

Use the *MyWorld* file "Plants" to make a plant with leaves and a flower. Label the roots, stem, leaves and flower. Use the text tool to add a title and your name.

Software:

Living Things

Activity 5: Subject: ICT/Maths

Can you make Postman Roamer deliver the letters to the house and come back to the post office? Remember to write down your program.

Software:

Roamer

ICT Record Sheet

Record the date of completion of each activity in the column by your name:

Pupil name	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5

ICT Assessment Activity

Term:..... Teacher:

Year: Class:.....

Painting a Picture

Look at this picture.



Can you draw a picture of yourself?

Review your picture and modify it.

Use the text tool to put your name on the picture.

Save the picture and then print it out.

Record the date of completion of each activity in the column by your name.

Pupil name	Picture	Review picture	Add name	Save picture	Print picture