This paper focuses on the development and evaluation of teaching and learning with ICT across a range of subjects. The authors have argued that although there is an extensive research based on teaching and learning ‘without ICT’, which could inform teaching and learning ‘with ICT’, such research has not systematically been drawn upon by policy makers when developing curricular and guidelines for teachers on how to use ICT in the classroom. They have highlighted the complexity of the cultural influences that impact on teaching and learning with ICT in the classroom. They suggest that these dynamic influences have to be understood in order to begin to develop adequate policy for integrating ICT into subject teaching. They also propose that if teachers can find ways of drawing upon the distributed expertise of all the students in a class, then the learning of the whole class can be enhanced. They emphasize the creative tension between idiosyncratic and institutional knowledge construction and they argue that this is exacerbated by the use of ICT in the classroom.

**Keywords:** Culture; ICT in classroom; Teaching-learning strategies; Subject Knowledge; England.