

Expansion of the Levels of Progression in Using ICT

The examples below are not exhaustive. Their purpose is to illustrate some ways in which pupils might demonstrate their competence at each level.

Requirements for Using ICT

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in Using ICT.

Pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.

Pupils should be enabled to:

Explore

- access, select, interpret and research information from safe and reliable sources;

- investigate, make predictions and solve problems through interaction with digital tools.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Pupils can:</p> <ul style="list-style-type: none"> find and select information from a given digital source; <p><i>Examples:</i></p> <p>Search a given bank of images and words for a specific topic such as Homes.</p> <p>Take a photo or select one from a given bank, and talk about it.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> find, select and use information from a given digital source; <p><i>Examples:</i></p> <p>Look at some websites given by the teacher and find information to use related to a topic.</p> <p>Select appropriate words, pictures or sounds from a given source for a specific topic.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> research, select, edit and use information from given digital sources; <p><i>Examples:</i></p> <p>Carry out research on The Titanic using internet sites or CD-ROMs given by the teacher. Select images and text, and edit these to use in their own work.</p> <p>Access a bank of images showing a range of jobs that people do, and use the internet to find out more about a chosen job. Edit information to use in a presentation.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources; <p><i>Examples:</i></p> <p>Research internet sites for information and images on The Famine, keeping a note of all sites they visit. Edit and use appropriate information in their own work.</p> <p>Plan a class trip, outing or picnic and research the costs, including hire of bus, entry to events and food.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> research, select, edit, use and evaluate assets from a range of digital sources; <p><i>Examples:</i></p> <p>Research internet sites of their own choice to find and select information, images, movie and audio files to support the production of a short film about their local area.</p> <p>Access and select suitable images and text from a range of sources, demonstrating an understanding of audience and purpose. Analyse the assets collected, editing and selecting what is most appropriate for a leaflet or presentation on Home Accident Prevention.</p>
<p>Pupils can:</p> <ul style="list-style-type: none"> explore and interact with a digital device or environment. <p><i>Examples:</i></p> <p>Enter given data on eye colour and produce a pictogram.</p> <p>Use simple commands to move a Bee-Bot from one house to another to deliver Cinderella's party invitations.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> carry out a series of instructions using a digital device or environment. <p><i>Examples:</i></p> <p>Collect information on Favourite Foods using a data collection sheet. Enter the data, produce a graph and make observations.</p> <p>Use Scratch commands to move a sprite in different directions. Change the appearance of the sprite and add background, sounds and words.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment. <p><i>Examples:</i></p> <p>Use a spreadsheet given by the teacher to calculate the wages in a Victorian Manor house. Manipulate the figures to suit the budget.</p> <p>Use the Repeat command in Blackcat Logo to design three tessellating patterns.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> investigate and solve problems in a digital environment. <p><i>Examples:</i></p> <p>Use a given Holiday Extras spreadsheet to investigate the cost of holidaymakers purchasing extras. Use simple formulae in the spreadsheet to calculate new costings due to price increases.</p> <p>Create a Scratch project with two or more sprites using Broadcast commands within the script. Use a range of commands within the Control, Looks, Motion and Sound functions.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> investigate and solve problems in a range of digital environments. <p><i>Examples:</i></p> <p>Use the SUM and AVERAGE functions within a given Holiday Extras spreadsheet to calculate the total expenditure of guests on holiday and the average money spent by each guest.</p> <p>Devise and build a succession of embedded Logo procedures to create a new web for Charlotte. Make use of the tools available.</p>

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Pupils should be enabled to:

Express

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Pupils can:</p> <ul style="list-style-type: none"> express ideas by creating pictures and composing text or adding their own voiceover. <p><i>Examples:</i></p> <p>Use an art package to create a simple picture using pencil, paintbrush and stamp tools.</p> <p>Create a slide to present something they are doing in a class topic. Add an image and some text.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> create and edit text onscreen, combining images and/or sound. <p><i>Examples:</i></p> <p>Plan and make a Talking Storybook. Insert a picture or photograph onto each slide and record some speech. Add a simple transition.</p> <p>Design and create an invitation using ICT. Combine appropriate text and images.</p> <p>Plan a story, create a simple model, and photograph it in graduated poses in order to tell the story. View the still shots on the computer and include a voiceover.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds. <p><i>Examples:</i></p> <p>Use suitable software to create a radio advert for a new product. Record, edit, save and export the advert.</p> <p>Plan and create a presentation of at least four slides. Insert an image onto each slide. Add text and sound, and alter font style and size of text where appropriate. Use transitions appropriately.</p> <p>Plan a story using a storyboard. Use Photo Story to add text, images or sounds. Add features such as titles, transitions or effects.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> process found or self-produced assets, including text, data, sound, and still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose. <p><i>Examples:</i></p> <p>Record and collect a variety of moving and/or still images and use film editing software to create a short film depicting an incident of bullying.</p> <p>Create a leaflet, for example a tri-fold leaflet, for newcomers to your area. Select and import appropriate text and images, and format using features such as alignment, text wrapping and borders. Show an awareness of audience and purpose.</p> <p>Use a computer or digital recording device with a microphone to record material for a podcast, showing an awareness of audience. Use a suitable software package to edit, save and publish the podcast.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> process found and self-produced assets, integrating text, data, sound, and still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose. <p><i>Examples:</i></p> <p>Work individually to design, create and publish a wiki, blog or website about e-safety. Build in hyperlinks to other pages or websites.</p> <p>Research information about the Titanic to create a front page for a newspaper. Format text, use a page border and include paragraphs, headings and subheadings, text wrapping and columns. Link text boxes to allow for text flow.</p> <p>Plan an animated story. Create a backdrop and models. Use a camera to take photos and edit these in appropriate software to create an animation. Create a soundscape using Audacity and add this to the animation.</p>
	<p>Pupils can:</p> <ul style="list-style-type: none"> know that digital methods can be used to communicate. <p><i>Example:</i></p> <p>Know that people can communicate using the internet, mobile phones and interactive whiteboard.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> identify and talk about ways of communicating digitally. <p><i>Example:</i></p> <p>Know and talk about some methods of communicating digitally such as the internet, online shopping, emailing, texting or Skype.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> use a contemporary digital method to communicate or contribute to a supervised online activity. <p><i>Example:</i></p> <p>Navigate through their school's VLE and access materials uploaded by the teacher. Take part in an online discussion about the resources as prompted by the teacher.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and collaborate in supervised online activities. <p><i>Example:</i></p> <p>Navigate to a discussion on volcanoes set up by the teacher on the school's VLE. Read and reply to the teacher's message. Open the group work area and add a presentation or document that they have created so that others can see it.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers. <p><i>Example:</i></p> <p>Plan and create a wiki, blog or website on an inspirational person they have been studying. Use a discussion forum on Inspirational People to engage in an online conversation with pupils from another school, posting multiple messages in response to their messages.</p>

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Evaluate

- talk about, review and make improvements to work, reflecting on the process and outcome, and consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

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	<p>Pupils can:</p> <ul style="list-style-type: none"> talk about their work. <p><i>Example:</i> Talk to the teacher about a self-portrait they have created using ICT.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> talk about how to improve their work. <p><i>Example:</i> Discuss with the teacher how they made the Bee-Bot move around the mat and how they could do it again with fewer moves.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> make modifications to improve their work. <p><i>Example:</i> Think about the layout of a poster they have created, using suitable software, on Keeping Safe and improve it to make it more striking.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> use appropriate ICT tools and features to improve their work. <p><i>Example:</i> Play their podcast to the rest of the class, discuss how they could make it better and carry out these changes.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome. <p><i>Example:</i> Use tools and features to make ongoing improvements, based on feedback, to an animation they have created. Save and export work at various stages. Create a short account considering what they have done and how they carried out the work.</p>
	<ul style="list-style-type: none"> print their work. <p><i>Example:</i> Print a picture they have created in Painter.</p>	<ul style="list-style-type: none"> save their work. <p><i>Example:</i> Save an invitation they have created.</p>	<ul style="list-style-type: none"> save using filenames and select work to showcase learning digitally. <p><i>Example:</i> Use 'Save as' to save a spreadsheet they have amended, giving it an appropriate filename.</p>	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area. <p><i>Example:</i> Create folders to store images and sounds for a film they are making. Export the film in an appropriate format. Publish their film on the school intranet.</p>	<ul style="list-style-type: none"> organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum. <p><i>Example:</i> Create a topic folder and sub-folders within a workspace, such as their school's VLE, to contain the images, sound and text files for use in a presentation they are creating. Organise and save these assets in a meaningful file structure and export them in an appropriate format. Showcase their presentation through their school's VLE.</p>