



Assessing the Cross-Curricular Skills



Northern Ireland
Curriculum

Using ICT Assessment Guidance Primary (Levels 1–5)



Contents

Section 1:	Introduction	2
Section 2:	Using ICT Statutory Curriculum Requirements	2
Section 3:	Using ICT Statutory Assessment Requirements - Levels of Progression	3
Section 4:	Expansion of the Levels of Progression in Using ICT	3
Section 5:	Desirable Features	10
Section 6:	Using ICT Tasks	20
Section 7:	Exemplification Library	20
Section 8:	Internal Standardisation	20
Section 9:	Making a Summative Judgement for a Pupil	21
Section 10:	Moderation	21
Section 11:	Statutory Using ICT and the ICT Accreditation Scheme	22

Section 1

Introduction

This *Using ICT Assessment Guidance: Primary* booklet contains statutory and non-statutory materials to support you in implementing the statutory assessment requirements for Using ICT. These include the Using ICT Requirements, Levels of Progression, Expansion of the Levels and Desirable Features.

Section 2

Using ICT Statutory Curriculum Requirements

Using ICT, along with Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills assessed and reported on using Levels of Progression.

Using ICT is about providing pupils with opportunities to acquire, develop, understand, demonstrate and apply ICT concepts and processes appropriately in a variety of contexts across the curriculum. The focus on **using** ICT skills means that they should have opportunities to transfer their knowledge, understanding and skills in a range of meaningful contexts across the curriculum.

The Curriculum Requirements for Using ICT are set out under headings often described as the 5 'E's: Explore, Express, Exchange, Evaluate and Exhibit. The 5 'E's are colour coded and can be described as follows:

Explore

includes two statements. To meet the statutory requirements, you need to cover both of these. The first point is about looking for, finding, choosing and using information. Pupils move from having resources provided for them to being more independent and discriminate users of ICT. The second point is about pupils using digital tools to investigate and solve problems.

Express

is about pupils being creative, developing and presenting their ideas using text, sound, music and still or moving images. It ranges from simple text, sound or pictures to developing a multimedia product.

Exchange

relates to communicating with others online to share and develop ideas. It can include sending and receiving emails, videoconferencing, contributing to online courses or using collaborative online tools.

Evaluate

is about pupils reflecting on their process and outcome, thinking about how they carried out an activity and how they might improve on what they did. Activities with a strong problem-solving focus can help you to cover this 'E' more fully.

Exhibit

is about managing and showcasing work digitally. It ranges from pupils printing and saving their work to organising and maintaining digital files and folders.

You need to ensure that you plan for coverage of the Using ICT Requirements across the 5 'E's.

Explore and Express form the core of most activities that your pupils will be involved in. However, in your planning you should build in **Evaluate** (for pupils to consider what they have done). Where possible, you should also provide opportunities for them to **Exchange** (work collaboratively online) and to **Exhibit** (showcase their work digitally).

Section 3

Using ICT Statutory Assessment Requirements – Levels of Progression

The Levels of Progression set out the statutory criteria for teacher assessment in Using ICT. They should be used to inform teachers about pupils' progress and assist in making judgements about the levels at which pupils are working. You can find the Using ICT Levels of Progression in a fold-out grid in the Assessing the Cross-Curricular Skills (Primary) ring binder. They include bulleted statements presented in columns from Level 1 to Level 5 for primary (Level 1 to 7 for post-primary) and contain competence-based statements that begin 'Pupils can:'

The Levels of Progression align with the Curriculum Requirements, which appear in the grey area on the left hand side of the document. The statements are colour coded to help track progression. They describe the types and range of performance that pupils working at each level should demonstrate. When judging a pupil's level of competence in Using ICT, you should select the level statements that best fit the pupil's work over a period of time. You should check by carefully comparing your judgement with the levels immediately above and below. It is important to note that levels of progression build on the knowledge, understanding and skills of the levels below.

Section 4

Expansion of the Levels of Progression in Using ICT

To help you to better understand each Levels of Progression statement, we have developed non-statutory Expansion of the Levels guidance. This includes examples illustrating how each broad progression statement might look in practice.

These examples are not exhaustive and do not represent complete activities. However, they do indicate typical ways in which pupils might demonstrate their competency at a given level.

See Expansion overleaf

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.**

Section 4 (continued) 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.

Level 1	Level 2
<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>
<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>	<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>

Level 3	Level 4	Level 5
<p>Pupils can:</p>	<p>Pupils can:</p>	<p>Pupils can:</p>
<ul style="list-style-type: none"> research, select, edit and use information from given digital sources; 	<ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources; 	<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>Carry out research on <i>The Titanic</i> 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><i>Examples:</i></p> <p>Research internet sites for information and images on <i>The Famine</i>, 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><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>
<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. 	<ul style="list-style-type: none"> investigate and solve problems in a digital environment. 	<ul style="list-style-type: none"> investigate and solve problems in a range of digital environments.
<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><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><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>

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:

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.**

Section 4 (continued) 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.

Level 1	Level 2
<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>
<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>	<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>

Level 3	Level 4	Level 5
<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>
<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>	<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>	<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>

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:

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.

Section 4 (continued) 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.

Level 1	Level 2
<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>
<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>

Level 3	Level 4	Level 5
<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"> 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>

Section 5

Desirable Features

The content of the 5 'E's can be covered using a variety of different types of ICT. For each type, we have produced a set of non-statutory guidance statements called Desirable Features. These set out what it is desirable to see pupils demonstrate at each level. It is up to you, when planning for learning and teaching, to select which types of ICT and sets of Desirable Features you want to build in.

The categories of Desirable Features for primary schools are Desktop Publishing, Film and Animation, Interactive Design, Managing Data, Music and Sound, Online Communication, Presenting and Working with Images. They set out the type of evidence you should look for when observing a pupil and assigning a level to a piece of work.

Desktop Publishing is about using ICT to combine text and graphics. At the lower levels pupils combine text and images to create a document such as a simple poster. They progress to researching and selecting assets such as text and images from a range of sources and incorporate these into their own documents, such as newsletters or brochures. As pupils move up the levels, they use more sophisticated features, *for example alignment, justification, columns and text wrapping*, to enhance the document.

Film and Animation is where pupils plan and create films, using still or moving images, or animations. These might be stop-motion animation (using objects, figures with moveable joints or clay models) or computer animation (drawing frame by frame into animation software). Pupils may work individually or in small groups. As they move up the levels, they include appropriate sound such as narration and/or music. They also devote more time to planning their productions, including storyboarding and using moving image language (such as 'close-up' and 'long shot') as part of this process.

Interactive Design is where pupils enter instructions or commands to solve problems. At the lower levels, they control devices such as Bee-Bot and explore digital environments such as Logo and Scratch. As they move up the levels, pupils begin to solve more complex problems and/or create interactive programs, *for example using embedded procedures in Logo or designing and creating a game using Scratch*.

Managing Data is where pupils at the lower levels enter data into a database or other software package and produce a graphical representation. They progress to collecting their own data, presenting and analysing it. They move on to solving problems using some of the facilities in a database or spreadsheet. At the higher levels, pupils adapt formulae to solve problems, make observations and draw conclusions.

Music and Sound is where pupils find, create, record and edit sound and/or music, *for example sound effects for use in a presentation, a podcast, a recording of a musical performance, a soundtrack for a film or animation, or an original digital music composition*. As they move up the levels, they create more complex sound files by using multiple tracks, balance sound levels, and demonstrate appropriate use of effects.

Online Communication is where pupils use ICT to communicate and collaborate. At the lower levels pupils demonstrate skills in navigating a VLE and accessing shared information. As they move up the levels, pupils collaborate with others in online activities, *for example through email, shared workspaces, wikis, blogs, discussion forums and/or videoconferencing*. They also design, create and maintain their own online workspace such as a blog or website.

Presenting is where pupils, at the lower levels, enter text and insert images or sounds into presentation software. Pupils move on to researching and selecting assets such as text, still or moving images and sounds from a range of sources to incorporate into, *for example, a presentation or website*. An important element is that they show an awareness of audience and are able at all levels to present to an appropriate audience.

Working with Images is where pupils make digital artwork or prepare digital images to use as illustrations within their work. They may add images that they have researched, prepare images and photographs for use in desktop publishing activities or presentations, or prepare images or photographs for a website or blog. As they move up the levels they are involved in designing and creating digital artwork and digitally adjusting found or self-produced images, or digitally enhancing a scanned image of their own drawing or painting.

Pages 12–19 outline the non-statutory Desirable Features guidance statements. These align with the statutory Levels of Progression in Using ICT.

Desirable Features

Desktop Publishing

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> find, select and import text or a familiar image into appropriate software with some help from the teacher; and create a simple phrase or sentence to accompany the image.
Level 2	<ul style="list-style-type: none"> find and select text and images and use them purposefully; combine text and images to create a document, <i>for example create a simple poster</i>; consider layout and adjust alignment as appropriate; choose appropriate font size and colour; understand scaling of images and other objects; and spell common and familiar words and use spaces, full stops and some capital letters.
Level 3	<ul style="list-style-type: none"> search for text and images from given digital sources, <i>for example from internet sites or shared folders</i>; access, select and import images from a range of given sources, <i>for example from a camera, picture bank, clipart, the internet or their own artwork</i>; create text or edit found text, altering its font, size, style and colour; create a document using a template, if appropriate, <i>for example create a leaflet, greetings card, poster or comic</i>; include a title or subtitles if appropriate; combine and position text and images appropriately, showing an awareness of word wrapping; scale an image proportionally; spell frequently used words accurately and use correct punctuation and word spacing; and demonstrate some awareness of referencing sources.
Level 4	<ul style="list-style-type: none"> plan and create a document showing an awareness of audience and purpose; research and select assets, such as text, images, graphs or tables, from a range of sources; download assets in a suitable format; create text or edit found text and format it using features such as alignment, justification, bullets, numbering, paragraphs, columns and text wrapping; use text boxes and format them appropriately; use features such as colour, borders or page numbers to enhance the document; understand how to save and export an image in the appropriate file format; make use of a digital spellchecker; provide some reference to sources; demonstrate an awareness that not all sources are reliable; and add appropriate websites to favourites/bookmarks.
Level 5	<ul style="list-style-type: none"> plan and create a more complex document; research and select assets, such as text, images, graphs or tables, from a wider range of sources; analyse the assets researched and be discerning in relation to their relevance and quality; know that not all information is objective and not all sources are reliable; select, edit and use assets demonstrating a clear understanding of the intended audience and purpose; understand and use document layout settings such as page margins and tabs; demonstrate an understanding of how layout, font, styles and colour transfer from screen to print; use linked text boxes to allow for text flow; use grouping, <i>for example picture and caption</i>; add effects such as filters, shadows and styles to enhance images; make use of a digital spellchecker, thesaurus and dictionary; reference sources and be aware of copyright regulations; store and organise bookmarks; and store downloaded assets in an appropriate format for further use.

Desirable Features

Film and Animation

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> look at and talk about examples of still images and moving images, <i>for example look at photographs that the teacher has taken or view a short animated film and talk about what they see;</i> take photographs with a digital camera, <i>for example take photographs as part of a topic they are doing in class;</i> and view photographs on screen and talk about them, <i>for example look at their photographs, which the teacher has put on screen, and talk about them.</i>
Level 2	<ul style="list-style-type: none"> use suitable software to work with pre-loaded images or take still images of objects or models; and arrange the images into a sequence to develop a narrative and record a voiceover if appropriate, <i>for example use Photo Story to rearrange a sequence of still images or take photographs of an object or person in graduated poses or positions to create an animation.</i>
Level 3	<ul style="list-style-type: none"> use a storyboard to plan the order of the images required for a simple animation or film; use suitable software to produce a simple animation or film using still photographs or self-created images, <i>for example make a film on 'How to Make Pancakes', make an animation on 'Growing a Sunflower', or draw a sequence of images to create a digital flipbook;</i> add a narration, sounds or music to the film or animation; begin to add features such as titles, transitions or effects; and begin to use moving image language, <i>for example talk about the shot sizes they have chosen to use.</i>
Level 4	<ul style="list-style-type: none"> plan, storyboard and produce a short film or animation showing an awareness of audience; use moving image language when planning and evaluating, <i>for example annotate their storyboard using appropriate shot sizes such as close-up, mid shot and long shot,</i> and explain decisions using the language of film; begin to make editing decisions, <i>for example what to omit and what to include when shooting or editing;</i> use appropriate editing software to construct a short film or animation; experiment with adding a variety of features such as titles, transitions and effects; add appropriate sound effects, music or narration; and organise saved work and export it in an appropriate format <i>such as .wmv.</i>
Level 5	<ul style="list-style-type: none"> plan and storyboard a film or animation demonstrating a clear understanding of audience; create a film or animation production, <i>for example an animation of the Titanic leaving Belfast or a film about a special event in their school;</i> make use of self-produced assets, <i>for example moving image footage, stills, photographs and audio recordings;</i> start to be discriminating in the use of effects and transitions; use appropriate sound effects, music and/or a planned narration; make clear editing decisions, <i>for example what to omit and what to include when shooting and during the editing process;</i> use moving image language when planning and evaluating, <i>for example annotate their storyboard using appropriate shot sizes such as close-up, mid shot and long shot,</i> and explain decisions using the language of film; and organise and save project assets in a meaningful file structure and export them in an appropriate format <i>such as .wmv.</i>

Desirable Features

Interactive Design

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> explore a digital device or environment using simple commands, <i>for example make a Bee-Bot move, navigate through interactive software or a given website, or take an existing sprite and use pre-existing commands to make it move or change;</i> and talk about what they have done.
Level 2	<ul style="list-style-type: none"> enter commands to create movement or change, <i>for example enter commands to make a Bee-Bot or an onscreen turtle move to a specific location, change the appearance of a sprite or make a sprite move in more than one direction;</i> and talk about how to improve their work.
Level 3	<ul style="list-style-type: none"> solve problems using a digital device or environment, <i>for example plan and create a simple Scratch project or use the 'repeat' command to create patterns or shapes using Logo or Scratch;</i> input sequences of commands; and make modifications to improve their work.
Level 4	<ul style="list-style-type: none"> investigate and solve problems in a digital environment, <i>for example access and view Scratch projects and modify these for their own use, or create their own Scratch project or Mediascape showing an awareness of audience;</i> input more complex sequences of commands, <i>for example in Scratch use the 'broadcast' and 'when I receive' commands within a script or create and use procedures in Logo;</i> and use appropriate ICT tools and features to improve work.
Level 5	<ul style="list-style-type: none"> plan and solve a more complex problem or design and create an interactive 'product' demonstrating a clear sense of purpose and audience, <i>for example plan, create and refine a simple interactive game using Scratch or use embedded procedures in a Logo project;</i> and carry out ongoing improvements and evaluate their process and outcome.

Desirable Features

Managing Data

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> enter given data in a database or other graphing software; and produce a graphical representation from given data.
Level 2	<ul style="list-style-type: none"> collect the data that needs to be analysed, <i>for example use a data collection sheet to collect data linked to topic work</i>; enter the collected data into a database or other graphing software; and produce a graphical representation and make observations.
Level 3	<ul style="list-style-type: none"> input their own or given data into a given database or spreadsheet; solve simple problems using some of the facilities available in a given database or spreadsheet; and make observations and draw conclusions, <i>for example make comments about the data, results or graphical representation</i>.
Level 4	<ul style="list-style-type: none"> make predictions and solve problems using a given spreadsheet; demonstrate an understanding of what is meant by the terms cell, formulae, rows and columns; use a range of sources, such as catalogues, internet sites, tables or lists, to research the data needed to solve a problem; input data from their own research into a given spreadsheet; and answer simple questions by using SORT or using simple formulae such as + and -.
Level 5	<ul style="list-style-type: none"> use some features of digital tools to analyse data and solve problems, <i>for example use built-in spreadsheet functions like SUM or AVERAGE</i>; and adapt formulae to solve problems after discussion of initial results.

Desirable Features

Music and Sound

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> explore and interact with a digital device, <i>for example use control buttons on a CD player or MP3 player</i>; and record in real time, with some help, <i>for example capture voice, musical performance or sounds</i>.
Level 2	<ul style="list-style-type: none"> open, listen to and select pre-recorded sounds; with more independence record in real time to capture a voiceover, a musical performance or an activity such as a soundscape; and save sound files/recordings, with some help, to a specific location.
Level 3	<ul style="list-style-type: none"> source audio files from given locations or create their own audio files; search for, select and import audio files for use in their own work, <i>for example from a recording device, the internet or the school intranet to the pupil's folder</i>; import or create music/sound clips and carry out simple editing (if appropriate) for use in their own work, <i>for example use Audacity or similar software to crop or repeat using copy and paste, or use GarageBand to create a simple composition using pre-existing loops and/or sound recordings</i>; and save work and, with teacher help, export it in an appropriate format, <i>for example an audio file such as .mp3 or .wav</i>.
Level 4	<ul style="list-style-type: none"> plan and create a sound or music project using more than one track, showing awareness of audience and purpose; experiment with other audio effects, <i>for example alter pitch or tempo</i>; sequence sound and/or music files and edit them as appropriate, <i>for example create a radio advert, soundscape or musical composition linked to a project</i>; and organise saved work and export it in an appropriate format such as .mp3 or .wav.
Level 5	<ul style="list-style-type: none"> plan and create a multi-track sound or music project showing a clear understanding of audience and purpose; control audio levels, <i>for example adjust volume (gain) in each track to balance the sounds or use fade-ins and fade-outs</i>; use audio effects to enhance work; and organise saved work and export it in an appropriate format such as .mp3 or .wav.

Desirable Features

Online Communication

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> know that ICT can be used to communicate with others.
Level 2	<ul style="list-style-type: none"> know that a range of ICT devices can be used to communicate; identify and talk about the most appropriate ICT device to communicate in a given situation; and show awareness of the importance of using acceptable and appropriate online behaviour.
Level 3	<ul style="list-style-type: none"> navigate through a Virtual Learning Environment (VLE) and access materials; understand that online communication can be a two-way process; and communicate online with others and collaborate where appropriate, <i>for example contribute to an online discussion responding to prompts/postings and/or send and respond to emails using acceptable and appropriate online behaviour.</i>
Level 4	<ul style="list-style-type: none"> navigate through a VLE to locate and access specific materials; contribute to an online activity or project and, where appropriate, collaborate with others using acceptable and appropriate online behaviour, <i>for example participate in a collaborative project with a school in another area or country or create a simple online workspace such as a wiki or blog;</i> and share work or resources by using email to send attachments or uploading to an online environment.
Level 5	<ul style="list-style-type: none"> plan, create and maintain their own online workspace such as a wiki, blog or website, demonstrating a clear sense of purpose and audience, <i>for example plan and create a wiki, blog or website on an inspirational person they have been studying and engage in discussion with pupils from another school;</i> integrate found and self-produced text, sound, still and/or moving images in an online area, collaborating with others where appropriate, <i>for example set up a VoiceThread and ask others to contribute;</i> be aware of copyright regulations; engage in meaningful online discussions using acceptable and appropriate online behaviour; and post timely responses and attachments to communicate online, initiating new threads when appropriate.

Desirable Features

Presenting

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> enter text and insert an image or sound into appropriate presentation software; and present this to the class, talking about it with the teacher's help.
Level 2	<ul style="list-style-type: none"> create a simple presentation; add text and images or sounds; select and use a simple transition; and show their presentation to the group or class with the teacher's help.
Level 3	<ul style="list-style-type: none"> create a presentation, <i>for example design a PowerPoint presentation or website</i>; make use of layouts if available; search for text, images or sounds from given digital sources such as the internet or shared folders; create text or edit found text; combine selected images and sounds with text on a suitable background; alter the font, size, style and/or colour of text; scale images proportionally; select and use one or more appropriate transitions; demonstrate some awareness of referencing sources; and independently show their presentation to the group or class.
Level 4	<ul style="list-style-type: none"> research and select assets, such as text, still or moving images and sounds, from a range of sources; download assets in a suitable format; select and use an appropriate template to present 'information' for a given audience or purpose, <i>for example create a PowerPoint presentation, Prezi or website</i>; adjust layout as required; create text and format it using a range of features such as text boxes, images, borders, bullets and numbering; use transitions or an appropriate method of navigation; provide some reference to sources; demonstrate an awareness that not all sources are reliable; add appropriate websites to favourites/bookmarks; and deliver their presentation to the group or class.
Level 5	<ul style="list-style-type: none"> plan and create a multimedia presentation, <i>for example a PowerPoint presentation, Prezi or website</i>, demonstrating a clear sense of purpose and audience; research assets, such as still and/or moving images and audio, from a wider range of sources; analyse the assets researched and be discerning in relation to their relevance and quality; know that not all information is objective and not all sources are reliable; select and use assets, some of which should be self-produced and suitably edited; use appropriate custom animation, transitions or appropriate navigation; reference sources and be aware of copyright regulations; store and organise bookmarks; store downloaded assets in an appropriate format for further use; and deliver their presentation and answer questions related to the content.

Desirable Features

Working with Images

Level	Pupils should:
Level 1	<ul style="list-style-type: none"> • explore a paint package using tools such as the pencil, paintbrush and stamp tool; and • create a simple picture.
Level 2	<ul style="list-style-type: none"> • begin to use tools with more control; • use a wider range of tools, <i>for example fill, shape and special effects</i>; and • use a range of colours appropriately.
Level 3	<ul style="list-style-type: none"> • access, select and import images from a range of given sources such as a camera, the internet, clipart and/or their own artwork scanned by the teacher, scaling the images proportionally; • create a graphic using appropriate tools and tool options such as size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper and/or repeat options; and • make adjustments to improve work.
Level 4	<ul style="list-style-type: none"> • create digital artwork, which may include their own artwork or scanned images, photos, or stills from a film, for a given audience or purpose; • edit images to enhance them, <i>for example by applying filters, adjusting contrast or resizing</i>; and • understand how to save and export an image in the appropriate file format.
Level 5	<ul style="list-style-type: none"> • plan and create more complex digital artwork using a range of image software tools and effects, demonstrating a clear sense of purpose and audience; • demonstrate an understanding of image resolution when creating digital artwork and importing images; • use a range of features and techniques to enhance work; • be aware of copyright regulations; and • export artwork in appropriate file formats such as .jpeg, .gif or .tiff.

Section 6

Using ICT Tasks

Although it is the 5 'E's (and the Levels of Progression) which are the only statutory requirement of Using ICT, we have provided a set of Using ICT Tasks to support you in your assessment of pupils' Using ICT skills. These are available in the Key Stage 1 and 2 microsite for Using ICT at www.nicurriculum.org.uk

Before a pupil completes a task, it is important that they have first learned the skills they will need to carry out the activity. The tasks should not be used as 'tests' and should not be timed. Many of the tasks are generic and can be used in a range of curricular contexts as part of learning and teaching. If you decide to use them, you can select and download tasks that are appropriate to the work that pupils are currently doing across the curriculum. The tasks include Teacher Notes and Pupil Notes. You can decide whether it is more appropriate to give out the Pupil Notes or to explain verbally what your pupils need to do.

The Using ICT Tasks should:

- be integrated into planned work so that pupils carry out the tasks in meaningful contexts;
- provide opportunities for pupils to demonstrate their competence in Using ICT;
- help you confirm and make judgements about the level a pupil is working at; and
- facilitate consistency of standards across schools.

There is a large bank of Using ICT Tasks available for you to choose from. These are varied and should cover any type of Using ICT activity that you might plan to carry out. You should choose tasks that naturally fit in with your planned learning and teaching. You can find more guidance on the tasks in the Using ICT microsite.

Please note that Using ICT Tasks may be used in year groups other than Years 4 and 7 so that a portfolio of Using ICT evidence can be built on and kept for assessment purposes. This, however, is entirely at the discretion of each school.

Section 7

Exemplification Library

Samples of pupils' work that result from using the tasks are available online for you to view. These have been provided by teachers of pupils in Northern Ireland schools and have been developed to support you in the assessment of pupils' Using ICT skills. Included with each sample of pupil work is a commentary written by the teacher. This sets out how the work fulfils the requirements for the assessed level. The samples cover a variety of types of Using ICT across a range of levels, and you can use them as part of staff development in your school.

Section 8

Internal Standardisation

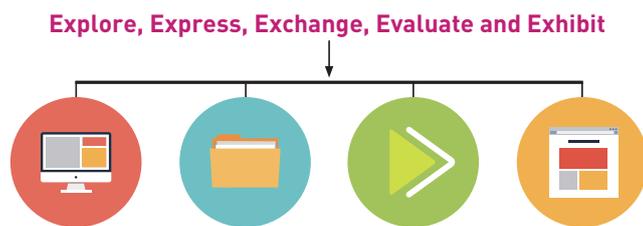
As with Communication and Using Mathematics, schools should carry out internal standardisation. This can take place at any time during the school year; it does not necessarily need to be linked to end of Key Stage statutory assessment. Schools must complete a Declaration of Internal Standardisation form for Using ICT as part of the evidence for moderation. They should submit this form along with the requested sample of pupils' portfolios for moderation.

Section 9

Making a Summative Judgement for a Pupil

You need to make an end of Key Stage summative judgement on the level a pupil has achieved. For a pupil to achieve an overall level, it is important to consider all five of the 'E's – Explore, Express, Exchange, Exhibit and Evaluate.

To inform your judgement, you should consider the pupil's response to a number of Using ICT activities and/or CCEA Tasks carried out during the Key Stage. Looking holistically, you should aim to identify their achievement **in each of the 5 'E's** across the range of activities they have carried out.



You should then apply the following criteria to arrive at a final, summative outcome **for each pupil**.

Three of the 5 'E's must be **at or above** the level to be awarded. These **must** include:

- **Explore** (both bullet points of Explore*);
- **Express***; and
- **one other 'E'**.

** This is because Explore and Express form the core of most activities that your pupils will be involved in.*

For example:

	PUPIL A	PUPIL B	PUPIL C
Explore*	Level 5	Level 2	Level 5
Express	Level 4	Level 2	Level 4
Exchange	Level 4	Level 3	Level 3
Evaluate	Level 3	Level 3	Level 3
Exhibit	Level 3	Level 3	Level 3
Overall Using ICT Level	Level 4	Level 2	Level 3

** This refers to both bullet points of Explore.*

Section 10

Moderation

The purpose of moderation is to confirm that teachers have accurately interpreted and applied the Levels of Progression, ensuring that standards are maintained across the schools in Northern Ireland.

In the year that schools are being moderated for Using ICT, they must submit an electronic school portfolio of work to CCEA.

Each **school portfolio** for Using ICT should include evidence **at each level** the school intends to report for Year 4 and Year 7 pupils.

Please note that schools are not required to send evidence for Level 1.

The evidence for **each level** should include a total of **five samples** of work. These samples can come from any pupil in any year group in the school.

For example, the portfolio for a school intending to report Levels 1, 2, 3 and 4 should include a total of 15 samples of work: five samples at each of the levels to be reported (not including Level 1).

Level	Number of samples required in school portfolio
Level 1	(None – evidence not required)
Level 2	5
Level 3	5
Level 4	5
Total	15

At each level, the five samples provided should:

- show evidence of:
 - Explore (points 1 and 2);
 - Express; and
 - one other 'E';
- demonstrate a range of ICT; and
- include **at least one** sample that comes from a CCEA Using ICT Task.

Please note that for Using ICT, due to the generic nature of the tasks, it is permissible to submit a portfolio containing only CCEA Using ICT Tasks.

from Scheme to Statutory...

Section 11

Statutory Using ICT and the ICT Accreditation Scheme

Teachers who have participated in the ICT Accreditation Scheme are already familiar with assessing Using ICT. However, to meet the statutory requirements and reflect developments in the use of ICT, it has been necessary to make some adjustments. These are minimal. The transition, for schools, from participating in the scheme to fulfilling statutory assessment requirements should be smooth.

The following sets out the similarities and changes.

1. Statutory Curriculum Requirements

The Statutory Curriculum Requirements remain exactly the same with identical wording. There are still the 5 'E's: Explore, Express, Exchange, Evaluate and Exhibit. As before, Explore has two bullet points and the other four 'E's each have one.

The requirements also state that *pupils should be provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour.*

2. Using ICT Levels of Progression

There have been some adjustments to **Exchange** at Levels 1 and 2. There are now progression statements where previously there were none:

- Level 1 now says that pupils should *know that digital methods can be used to communicate.*
- Level 2 says that *pupils should identify and talk about ways of communicating digitally.*

In practice this means that pupils at Level 1 would be expected to, for example, *know that people can communicate using the internet, mobile phones and interactive whiteboard*, and at Level 2 pupils would be expected to, for example, *know and talk about some methods of communicating digitally such as the internet, online shopping, emailing, texting or Skype.*

The other minor adjustments in **Exchange** are at Levels 3 and 4: at Level 3 the word *understand* has changed to *use*, and at Level 4 *participate* has changed to *collaborate*.

In **Evaluate** at Level 1 there is now a progression statement, where before there was none. At Level 5, the word *reflect* has changed to *evaluate*.

In **Exhibit** at Level 5, the word *digitally* has been added.

None of these changes will make significant differences to what you have to do for statutory assessment.

3. Expansion of the Levels

We have updated the examples in the Expansion of the Levels grids to ensure they align with the revised Desirable Features.

4. Desirable Features

We have rearranged some of the Desirable Features to make them more manageable and renamed some sets to make them more user-friendly and reflect classroom practice at primary level. There are now eight sets of Desirable Features. The following list sets out how they differ from the previous version.

- **Desktop Publishing** includes the previous set of Desirable Features *Working with Text*.
- **Film and Animation** combines *Animation* and *Moving Images*.
- **Interactive Design** is the revised name for *Exploring Programming*. It still includes Bee-Bot, Logo and Scratch.
- **Managing Data** is the revised name for *Spreadsheets*. Before, there were no statements at Levels 1 and 2; now, the use of graphing packages is included at Levels 1 and 2.
- **Music and Sound** includes *Working with Sound* merged with *Music Technology*.
- **Online Communication** is the revised name for *Online Collaboration*. It is about pupils using ICT to communicate, as well as to collaborate.
- **Presenting** is the revised name for *Presentation* and stays more or less the same. However, it can include using presentation tools other than PowerPoint, for example websites and/or Prezi.
- **Working with Images** has been expanded to provide opportunities for pupils to be more creative.

Researching and Web Design no longer exist as separate Desirable Features. *Researching* has been integrated into **Desktop Publishing** and **Presenting**; *Web Design* can be covered in **Online Communication** at Level 5 or in **Presenting** at Levels 3, 4 and 5.

5. Using ICT Assessment Tasks

We have not made any changes to tasks without good reason. The tasks do now reflect the updated Levels of Progression and the Desirable Features, but you should still recognise the tasks you used in the scheme and find them to be more or less the same.

6. Moderation Requirements

The moderation requirements for statutory assessment are different from those within the ICT Accreditation Scheme. Please see Section 10 of this booklet for details.

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