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.

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.

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.

Developmental Stages in Learning for Foundation Stage
Using ICT Continuum

Teachers should provide opportunities for pupils to use the skill of Using ICT across the curriculum in play, topic work and all Areas of Learning.
The statements that begin 'the teacher' and 'the pupils' are examples only. They describe **possible** teacher action and pupil behaviour to illustrate each stage.

From	To	Expansion of the Levels of Progression: Level 1
Pupils:	**Pupils:**	**Pupils can:**
know that information can be found from a digital source; The teacher models and shares the use of ICT. *Assessment opportunity:* The pupils participate in individual and shared ICT experiences. *Example:* Participate in a class or group activity led by the teacher using an interactive whiteboard.	**select information from a given digital source;** The teacher provides opportunities for pupils to explore information in electronic forms including pictures, words and sounds. *Assessment opportunity:* The pupils explore and talk about a given website or software package with the teacher's help. *Example:* Explore a given digital source to find pictures about a topic and talk about them.	**find and select information from a given digital source;** *Examples:* Search a given bank of images and words for a specific topic such as Homes. Take a photo or select one from a given bank, and talk about it.
know that they can use ICT to interact with a device or environment; The teacher models the use of and provides opportunities for pupils to play with and explore a range of digital toys and devices. *Assessment opportunity:* The pupils explore given software and digital toys and devices. *Examples:* With the teacher's help, use a Bee-Bot or an interactive whiteboard. As a whole class or as a group activity, the teacher uses interactive whiteboard software to create a record about each pupil.	**are able to use ICT to interact with a device or environment;** The teacher models and provides opportunities for pupils to carry out a simple task using digital toys and devices. *Assessment opportunity:* The pupils use a range of digital toys and devices to carry out a simple task. *Examples:* Enter commands to make a Bee-Bot move. Use an interactive whiteboard to match pictures to words. As a teacher-led class or as a group activity, use a graphing package linked to a topic, for example Favourite Animals.	**explore and interact with a digital device or environment;** *Examples:* Enter given data on eye colour and produce a pictogram. Use simple commands to move a Bee-Bot from one house to another to deliver Cinderella's party invitations.
know that ideas can be expressed by creating pictures digitally; The teacher models and provides opportunities for pupils to start to use ICT to express themselves. *Assessment opportunity:* The pupils express themselves through sound using a simple digital recording device with the teacher's help. Start to use a paint program to express their ideas. *Examples:* Use Fresco, ActivPrimary or Inspire to express themselves visually. With the teacher's help, use a digital camera to take a photo. With the teacher's help, the pupils use a simple microphone to record voices.	**are able to express ideas by creating pictures or creating a voiceover;** The teacher models and provides opportunities for pupils to use ICT to express their ideas. *Assessment opportunity:* The pupils work more independently to use ICT to express themselves. *Examples:* Create a label or simple sentence. Use a digital camera to independently take photos to support a topic. Use a digital recording device, such as a simple microphone, to record their ideas.	**express ideas by creating pictures and composing text or adding own voiceover;** *Examples:* Use an art package to create a simple picture using pencil, paintbrush and stamp tools. Create a slide to present something they are doing in a class topic. Add an image and some text.
are introduced to digital methods of communication during role-play; The teacher models and provides opportunities for pupils to use a range of communication methods during role-play, for example mobile phones, walkie-talkies, laptops and so on. *Assessment opportunity:* The pupils talk about ways of using ICT to communicate and incorporate these during role-play. *Examples:* Use defunct mobile phones, laptops or walkie-talkies in a way that reinforces how they are used in real life. The teacher uses the interactive whiteboard to locate and explore the school's website.	**are able to role-play digital methods of communication;** The teacher provides opportunities to extend understanding about different ways to communicate digitally and safely, for example communicate using texting, email and so on. *Assessment opportunity:* The pupils choose appropriate ways to communicate digitally during role-play. *Examples:* Discuss how people communicate at home by texting or email. Engage in role-play linked to a travel agent: know that information must be input into a laptop to book a holiday.	**know that digital methods can be used to communicate;** *Example:* Know that people can communicate using the internet, mobile phones and interactive whiteboard.
develop the language of ICT in discussing their work; The teacher talks about their own and other pupils' use of ICT using appropriate language such as interactive whiteboard, laptop, microphone or Bee-Bot. *Assessment opportunity:* The pupils start to use relevant and related language when talking about ICT. *Example:* Discuss what they have done when using ICT such as the interactive whiteboard, laptop, microphone or Bee-Bot.	**begin to respond to questions about their use of ICT;** The teacher talks to pupils about how they are using ICT and asks appropriate questions. *Assessment opportunity:* The pupils talk and respond appropriately to questions about their use of ICT. *Example:* The teacher asks the pupils how they were able to carry out that activity, what they liked best about it, and what they would do better if they were to do it again.	**talk about their work;** *Example:* Talk to the teacher about a self-portrait they have created using ICT.
observe the printing of their work; The teacher models how to print work and provides opportunities for pupils to see their own work in print. *Assessment opportunity:* The pupils know that their work can be printed. *Example:* The teacher prints off the pupils' pictures.	**understand that their work can be presented through print and digitally;** The teacher models how to print work and provides opportunities for pupils to print their work. *Assessment opportunity:* The pupils print their work by clicking the print icon. *Example:* Print the picture they have created.	**print their work;** *Example:* Print a picture they have created in Painter.